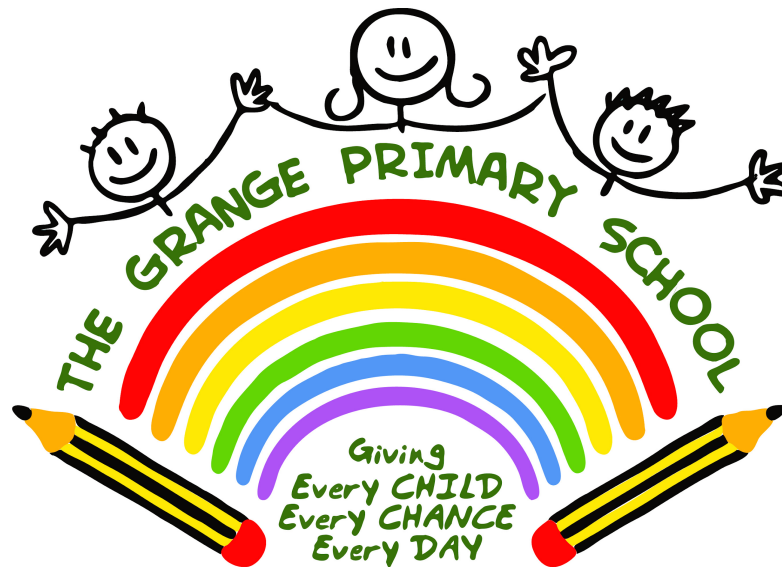


Modern Foreign Languages Policy

French

2022-2023



Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2).

At The Grange Primary School (TGPS), we believe that Modern Foreign Languages is an important and integral part of our pupils' experience at school. The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils.

"In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture."

(LANGUAGES FOR ALL – LANGUAGES FOR LIFE (DFE))

Aims and Objectives of Modern Foreign Languages Education at TGPS

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving their accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

The objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages.
- introduce young children to another language in a way that is enjoyable and fun.
- stimulate and encourage children's curiosity about language.
- encourage children to be aware that language has structure and that the structure differs from one language to another.

- help the children develop their awareness of cultural differences in other countries.
- develop their speaking and listening skills.
- lay the foundations for future study.
- extend language teaching beyond mother tongue learning.

Please refer to Appendix A for National Curriculum Statements.

Intent and Implementation of Modern Foreign Languages

We plan our Modern Foreign Language curriculum in accordance with the National Curriculum guidance and objectives for Key Stage 2. We recognise the importance of pupils' all-round personal development and the leading role that Modern Foreign Language plays in contributing to the social, emotional and academic elements.

We ensure that the units studied in Modern Foreign Languages build upon prior learning. Opportunities for all children to develop their skills and knowledge are provided in each unit. The planned progression offers the children an increasing challenge as they progress through school.

The teaching of French and the progression throughout school is planned using the Language Angels scheme of work. This is supplemented by any additional cross curricular opportunities that can be made and additional opportunities to develop knowledge and understanding of French culture. For example through the celebration of French Day (Bastille Day), French stories, rhymes, music, artwork and so on.

Please see Appendix B - French Long Term Plan

Please see Appendix C - Progression in French

Lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each KS2 class has a timetabled lesson of at least 30 minutes per week. Planning and assessment is carried out by the designated French teacher and subject leader.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated activities

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Differentiation and Access

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. French is planned to take account of the needs and abilities of all pupils. Careful differentiation will take place to ensure that all pupils, including children with SEND, can contribute to, and benefit from, the French provision in school. It is the responsibility of the class teacher to provide a curriculum that is inclusive.

Impact of Modern Foreign Languages

Monitoring of the standards of children's work and the quality of teaching in Modern Foreign Languages is the responsibility of the subject team. This is done by:

- Planning scrutiny
- Assessing children's work
- Pupil interviews
- Lesson observations
- Learning walks
- Regular resource audits

The work of the Modern Foreign Language subject team also involves supporting our designated French teacher in the teaching of Modern Foreign Language, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The team evaluates the strengths and weaknesses in the subjects and indicates areas for further improvement. The Modern Foreign Language subject team has specially allocated time (when needed) to fulfil this role. Specific statements from the subject progression document are assessed to monitor progress and attainment of pupils in the subject.

Communication skills

At The Grange Primary we believe in a communicative approach in which all pupils can actively engage in meaningful tasks. French will be exploited to the maximum. Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant.

The children are taught how to:

- ask and answer questions.
- use correct pronunciation and grammar.
- memorise words.
- interpret meaning.
- understand basic grammar.
- use dictionaries.
- work in pairs and groups and communicate in French.
- look at life in another culture.

Learning will:

- have clear, achievable objectives.
- be carefully planned and structured.
- be practical, active and varied.
- involve the use of ICT where appropriate.
- include whole class, small group and pair work.
- promote success and self-esteem.

At The Grange Primary School, we have adopted KAGAN structures which promote talk and thinking. Children are provided with extensive opportunities to talk and share their ideas.

Links with other Areas of the Curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns,

sound/spelling links, dictionary work, formation of structures, intonation, dialogues, poetry, different text types, formation of complex sentences;

- ICT: use of materials from the internet, video and audio, presentation of data, word-processing;
- Citizenship: the multilingual society, knowledge of other countries and cultures;
- Mathematics: counting, calculations, the time and the date, money, shapes;
- Geography: work relating to the study of other countries, weather;
- Science: work on parts of the body, animals, planets;
- Music: rhyming, rhythm, singing, world music;
- RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- History: work relating to the study of other countries, family trees of famous people, Vikings, The Romans;
- PSHE: Healthy lifestyles,
- Art: descriptions of paintings, work of famous artists;
- PE: physical responses to the teacher's instructions issued in the language being learnt, sports and hobbies.

Appendix A: National curriculum requirements for the teaching of Modern Foreign Languages

Pupils will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Appendix B: The Grange Primary School French Long Term Plan (based on Language Angels units)

Year Group	National Curriculum	Language Angels Units					
		Autumn Term		Spring Term		Summer Term	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>In Key Stage 2, pupils will be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	<p>Core vocabulary Phonetics and pronunciation lesson 1 Salutations Days of the week Months of the year Classroom commands Numbers Colours</p>	<p>Early Language Teaching I Am Learning French</p> <p>Core Vocabulary Christmas</p>	<p>Early Language Teaching Shapes</p> <p>Core Vocabulary French cultural lesson 1</p>	<p>Early Language Teaching Fruits</p>	<p>Early Language Teaching Musical Instruments</p>	<p>Early Language Teaching Little Red Riding Hood</p>
Year 4	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are 	<p>Core vocabulary: Phonetics and pronunciation lesson 2</p> <p>Intermediate Language Teaching Presenting Myself</p>	<p>Intermediate Language Teaching Family</p>	<p>Intermediate Language Teaching Goldilocks and the Three Bears</p> <p>Core Vocabulary French cultural lesson 2</p>	<p>Intermediate Language Teaching The Classroom</p>	<p>Intermediate Language Teaching Habitats</p>	<p>Intermediate Language Teaching The Romans</p>

Year 5	<p>introduced into familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Core vocabulary: Phonetics and pronunciation lesson 3</p> <p>Intermediate Language Teaching Do you have a pet?</p>	<p>Intermediate Language Teaching What is the Date?</p>	<p>Intermediate Language Teaching The Weather</p>	<p>Intermediate Language Teaching My Home</p> <p>Core Vocabulary French cultural lesson 3</p>	<p>Intermediate Language Teaching At the Café</p>	<p>Intermediate Language Teaching Clothes</p>
Year 6		<p>Core vocabulary: Phonetics and pronunciation lesson 4</p> <p>Progressive Language Teaching Regular verbs</p>	<p>Progressive Language Teaching At School</p> <p>Core Vocabulary French cultural lesson 4</p>	<p>Progressive Language Teaching The Weekend</p>	<p>Progressive Language Teaching The Planets</p>	<p>Progressive Language Teaching The Vikings</p>	<p>Progressive Language Teaching Healthy Lifestyles</p> <p>Complete the Transition to KS3 checklist</p>

Appendix C: The Grange Primary School Progression In French (Taken from Language Angels progression documentation)

	Progression In Listening	Progression In Speaking	Progression In Reading	Progression in Writing	Progression in Grammar
Year 6	Can I listen to longer texts and more authentic French language material? Can I pick out familiar words and learn to 'gist listen' even when hearing language that has not been taught?	Can I recall previously learnt language and incorporate it with new language with increased speed? Can I engage in short conversations on familiar topics, responding with opinions and justifications where appropriate?	Can I tackle unknown French with increased accuracy using phonics? Can I show awareness of accents and silent letters? Can I decode using bilingual dictionaries?	Can I write a piece of text using language from a variety of topics and learn to adapt my writing to show an understanding of grammar. Can I start to include conjugated verbs and learn to be comfortable using conjunctions, adjectives, and possessive adjectives?	Can I consolidate my understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives? Can I become familiar with a wider range of conjunctions, and more confident with full verb conjugation (regular and irregular)?
Year 5	Can I listen more attentively and for longer? Can I understand more of what I hear even when some language is unfamiliar by using the decoding skills I have developed?	Can I communicate on a wider range of topics and themes? Can I recall a range of vocabulary with increased knowledge and confidence?	Can I understand longer passages in French and start to decode meaning of unknown words in context? Can I increase my knowledge of phonemes and letter strings?	Can I write a paragraph using familiar language incorporating conjunctions, a negative response, and adjectival agreement where required? Can I use suitable words and suitable alternatives?	Can I revise gender and nouns and learn to use and recognise the terminology of articles? Can I better understand the rules of adjectival agreement and possessive adjectives? Can I start to explore full verb conjugation?

Year 4	Can I learn to listen to longer passages and understand more of what I hear by picking out key words and phrases?	Can I communicate with others with improved confidence and accuracy? Can I learn to ask and answer questions based on the language covered and incorporate a negative reply if and when required?	Can I read aloud short pieces of text? Can I understand most of what I read in French when it is based on familiar language?	Can I write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate?	Can I better understand the concept of gender and which articles to use for meaning? Can I begin to use simple adjectival agreement, the negative form and possessive adjectives?
Year 3	Can I listen to and enjoy short stories, nursery rhymes and songs. Can I recognise familiar words and short phrases?	Can I communicate with others using simple words and phrases?	Can I read familiar words and short phrases accurately? Can I understand the meaning in English of short words that I read in French?	Can I write familiar words and short phrases using a model or vocabulary list?	Can I start to understand the concept of noun gender and the use of articles? Can I use the first person singular version of high frequency verbs?