

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# French Policy

# Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee:  
30.03.21

Review Date: February 2024

Signed

Headteacher: *S. Norton*

Chair of Governors: *Judith James*

## Introduction

“Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

(National Curriculum in England: Languages Programme of Study 2013)

It is statutory for all children in Key Stage 2 to learn a language. At Thakeham Primary School the chosen language is French. This policy outlines the teaching, organisation and management of French taught at our school.

## Aims

- To foster an interest in learning another language.
- To gain enjoyment, pride and a sense of achievement.
- To explore their own cultural identities and those of others.
- To understand and respond to spoken and written language from a variety of authentic sources, whilst gaining an appreciation of a range of writing in the target language.
- To 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 the accuracy of their pronunciation and intonation.
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To create and work from a curriculum that engenders an enthusiasm for learning new skills and content, whilst embedding past learning to ensure it is purposeful and builds a secure foundation on which children can confidently manipulate their existing knowledge, in order to support new learning.
- To read with confidence and independence, and feel secure in making predictions about new or unknown language.

## Expectations

In line with the Key Stage 2 National Curriculum, and DfE programme of study, 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 target language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a bilingual dictionary or appropriate online learning resource
- write phrases from memory, adapting and manipulating these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- show an awareness of basic grammar appropriate to the language being studied, such as feminine and masculine forms, singular and plural forms, adjectival agreements, and the difference between conjugated and infinitive forms of high frequency verbs
- show an awareness of key patterns in language such as instances where the syntax or spelling patterns of the target language may be similar or different to English.

At Thakeham, our medium term plans are cross referenced with the above expectations from the DfE programme of study.

## Organisation & Planning

At Thakeham, we are proud to have developed our own specialist curriculum which was fully reviewed in 2020-21. Teachers have access to both a Long-term Overview of the curriculum as well as detailed Medium Term Plans which provide links to on-line resources and include a weekly lesson break down that covers a full term's worth of content. Each KS2 class has a timetabled lesson of an hour per week, taught by class teachers or an HLTA.

Language lessons are built upon the 6 main skill areas of; speaking, listening, reading, writing, predicting about new language and dictionary skills. The use of spoken models and writing frames supports our less able and SEND learners. Our GDS (greater depth students) are encouraged to extend the variety of vocabulary and the sentence structures they use, focusing also on correct spelling and accent use and higher level grammar such as adjectival agreements. Lessons regularly include access to songs, especially for the regular revision of colours and numbers. Within our Medium Term Plans, there are units of work that take their learning from French stories such as 'Bonne Nuit Petit Monstre Vert' for years 3 and 4, and 'Le Loup qui Voulait changer de couleur' for years 5 and 6.

Our Medium Term Plans focus on providing content and an understanding of grammar, that both supports preparation for KS3 learning as well as ensuring that the learning is unique enough not to result in repetition of KS3 content. At Thakeham, each Medium Term Plan is built upon repetition of existing learning, much like a maths or Literacy plan, whilst simultaneously providing access to a new area of content and vocabulary or level of grammar. This allows children to use and build upon their existing knowledge whilst providing new opportunities to adapt and manipulate this prior knowledge, to express the new content and ideas that underpin each term.

Each term of learning ends with a specific 'End Product' or 'Fab Finish' which is designed to allow the children to demonstrate the cumulative progress and knowledge gained over the term. This may focus on a particular skill such as speaking or writing. Examples include; writing a French postcard home from travels around France for year 3 and 4 or writing a French art critique for year 5 and 6. Year 3 and 4 extend their intercultural awareness through Paris research, displaying their understanding with an informative poster. Where it can further enhance the learning experience for the children, cross curricular skills are also used, such as creating art in the style of Matisse or using speaking and drama skills to present a runway for Paris Fashion Week!

## **Assessment**

Children demonstrate their ability in French through speaking and listening and reading and writing. Teachers make informed judgements during lessons. This is done through discussions, including the use of talk partners, question and answer techniques and observation. Children are encouraged to take part in a range of self/peer-assessment and evaluation activities, reviewing their learning against objectives. A formative assessment is given to children at the very start of each term's learning. This Assessment for Learning (AfL) grid outlines to children the key learning objectives for the term. Children are able to self-assess against these objectives in the form of a tick or an arrow. This is then followed by quiz style questions based upon the listed objectives for the term. Children have time to answer the questions without any access to support. The aim is to highlight to both the children and teacher/HLTA, any pools of existing knowledge or areas of unexpected weakness. At the very end of the term, children are presented with the same AfL grid. Upon a second completion, the children themselves and the teacher/HLTA are able to make a comparison, highlighting areas of progress and indicating each child's attainment for the term with regards to our GDS, EXS and WTS age related expectations.

As part of the annual report to parents, an effort and attainment grade are provided at the end of the year as part of the assessment process.

## **Resources**

A variety of resources are used in the form of accessible songs and stories in the target language of French as well as other cross-curricular links. Each year we host a French speaking Belgian student to enrich our languages work and we try to link with French speaking schools wherever possible to develop and embed our French language learning and to provide a real life learning context as part of our Curriculum Driver work.

## **The Role of the Curriculum Leader**

### **Key aspects of the French Leader's role include:**

- monitoring of standards in French and the use of this to inform the French SWOT document and action plan
- monitoring the quality and consistency of teaching across year groups with lesson observations and evaluating the marking and quality of work in books, providing feedback from these combined observations.
- provision of quality leadership and management of their subject to secure high quality teaching and learning
- playing a key role in motivating, supporting and modelling good practice for all staff
- taking a lead in policy development and review
- being proactive in seeking and attending professional development opportunities
- reporting to the Headteacher and Governing Body on French language related issues.
- planning and organising the allocation and purchase of resources in accordance with available budget.

## **Monitoring and Evaluation**

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- pupil conferencing
- staff discussion and feedback

### **Equality Statement**

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

### **Inclusion**

Learning will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Children who have a previous French language background may be used to positively support peer learning, which also serves to celebrate the cultural background. See our SEND/MAP/Equalities Policy.