

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

POLICY FOR FRENCH

September 2014

Approved by the Governing Body:

The national curriculum provides an outline of core knowledge around which Hollins Grundy School develops exciting and stimulating themes and lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. Teachers must set high expectations for every pupil, including those pupils who are able, those who are less able and those who come from disadvantaged backgrounds. Teachers should use every relevant subject to develop pupils' literacy and numeracy skills.

Subject content

Key stage 2: Foreign language

"Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication." – National Curriculum 2014

Pupils should 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

Rationale

Language is at the heart of all the learning a pupil does. It is how they receive knowledge, express themselves and communicate, from the very earliest stages. The learning of a language should enhance their abilities to communicate and help to develop personal skills.

Learning a language helps the development of an understanding of the many purposes for which language is used. It promotes an awareness of the diversity of forms language can take. Children already have a broad understanding of the purpose, nature, and functions of language by the time they begin learning a foreign language. Learning a foreign language will enhance this knowledge base.

Aims

- To develop the ability to communicate using the French Language
- To develop confidence in listening, speaking, reading and writing in French
- To learn about some of the cultural aspects of France
- To develop the ability to contribute more effectively to modern society

Planning

Medium term plans: We are basing our planning on the programmes of study from the new curriculum.

Methodology

Whole class teaching is used, although pupils also work individually, in two's, threes or in small groups (to cater for different Learning Styles). Learning Intentions and Success Criteria are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance through the key stage.

Equality

All teaching and learning of French will ensure that every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability. Religious beliefs of pupils and their families will be respected at all times.

Assessment

Conform to the schools' own policies across all year groups.