



French Policy – September 2022

Our School's Vision

'With God's help, together, we aspire, achieve and believe'

Vision for Modern Foreign Languages - French

Our French Curriculum will provide all our Key Stage 2 children with an appreciation of and interest in another culture, other ideas and people outside their own experiences developing their cultural capital. This will open the prospects for future employment and instil aspiration for further experiences of other countries and languages.

Through Key Stage Two, teachers will support the children in their growing knowledge of French through an ambitious curriculum which will enable the children to communicate their ideas and thoughts in another language, both through speaking and writing. Children will develop their expertise in pronunciation and grammar to enable them to communicate for practical purposes, equipping them with the skills they need to explore the World to study, work or travel in the future.

Aims of the National Curriculum

Learning a foreign language is a 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.

At St John with St Augustine's we aim 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 the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

Statutory Requirements

The National Curriculum Programme of Study is provided by the Department for Education to support schools in planning a whole curriculum. It is our responsibility as a school to ensure that this programme of study is covered.

In addition to the statutory aims, we seek to meet the specific needs of the pupils at our school. We aim to develop our children's speaking and listening skills including vocabulary and provide opportunities through a modern foreign language to improve reading skills. Alongside these personal aims, we endeavour to provide the children with a range of opportunities and experiences to further their learning as well as engaging parents in this area of the curriculum.

Teaching and Learning of Modern Foreign Languages

The chosen Language that is taught at St John with St Augustine Church of England Primary School is French. All children begin learning French in Year 3. The aim is to offer between 30-60 minutes per week teaching time.

EYFS and Key Stage 1

Modern Foreign Languages in only statutory in Key Stage Two therefore is not taught in EYFS or Key Stage One.

Key Stage 2

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 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 on modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages make take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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
- 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

The starred (*) content above will not be applicable to ancient languages.

Roles and Responsibilities

The Role of the Subject Leader – check job description

The role of the Modern Foreign Languages Subject Leader is to:

- Keep staff updated on any new developments and information
- Provide a wide variety of resources and ideas for how best to use them
- Observe and support colleagues and share good practice

The Governing Body

An annual report is made to the governing body on the progress of history provision.
This policy will be **reviewed every three years** or in the light of changes to legal requirements.

Curriculum Organisation

Our school follows the ‘Rigolo French’ by Oxford Owl Scheme of Work from year 3 through to year 6.

The French curriculum is organised into 4 stages:

Rigolo 1: Units 1-6 (Year 3)

Rigolo 1: Units 7-12 (Year 4)

Rigolo 2: Units 1-6 (Year 5)

Rigolo 2: Units 7-12 (Year 6)

We have chosen to use the scheme ‘**Rigolo French**’ by Oxford Owl to teach French across Key Stage 2. This resource provides a full set of teaching resources with activities that are fun, friendly and engaging and meet the National Curriculum for Modern Foreign Languages.

Inclusion

At our school, we teach French in a way which is accessible to all children, whatever their ability and individual needs. Through our French teaching, we provide learning opportunities that enables all groups of pupils to make good progress. We strive to meet the needs of those pupils with special educational needs or disabilities, those who are disadvantaged,

those who are more able and those learning English as an additional language. When planning the history curriculum, all teachers consider all the above groups to ensure that our history lessons are fully inclusive. Every child takes part in French lessons and limited interventions take place during this time to ensure equal opportunities for all groups of pupils.

Planning

The planning of the curriculum is organised into three phrases;

- Long term planning
- Medium term planning
- Short term planning

As we use the Scheme of Work 'Salut', the above planning documents are set out as part of the scheme. Teachers then use the short-term planning to adapt where necessary to meet the needs of individual pupils in their class.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping Policy
- Responding to pupil's work/Feedback/Marking Policy
- Special Educational Needs Policy
- Pupil Premium Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

Modern Foreign Languages Subject Leader: Mrs A Jesson

(Mrs Jesson – September 2022)