

# Yorke Mead Primary School

## French Policy

September 2020



### Our School Vision Statement *BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## **Rationale and Ethos**

The learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

## **Aims of the Curriculum at Yorke Mead**

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

## **Aims of the French Curriculum**

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the National Curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- 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 lengths, 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.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

## **Curriculum Design**

Our MFL curriculum is designed to progressively develop children's skills in languages, through weekly taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around a broad range of topics to ensure coverage and progression across the school.

### **How the French curriculum meets the needs of children at Yorke Mead**

The French curriculum aims to develop an understanding and respect for other languages and cultures. Neighbouring secondary schools currently all teach French as one of their core languages and, as children progress to a variety of different schools, we have decided to focus on a language that will continue to be developed when they move onto the next stage of their learning.

## How the French curriculum supports the development of children’s reading

Reading is reinforced through learning French vocabulary, asking and answering questions, using bilingual dictionaries, the teaching of basic French grammar and spelling patterns. Many words in the English language have origins connected to French words e.g. appetite / *appétit* and this can help children understand and develop both English and French vocabulary.

In additions teachers regularly play games such as hangman, complete wordsearches and complete gap-fills for songs we have listened to or clips we have watched.

## How the French curriculum supports children’s spiritual, moral, cultural, social development

**Spiritual** – Children are able to reflect on the similarities and differences in thinking through the language of others.

**Moral** – Children develop an understanding of how to speak politely to others.

**Cultural** – Developing awareness of other cultures, customs and minority groups.

**Social** – Completing pair work and group work activities. Developing an understanding of where French is spoken throughout the world and the number of celebrities, business people, sports people, royalty etc who speak several languages.

## How the French curriculum supports children’s emotional well being

Children learn how to discuss feelings and emotions in French. They are encouraged to ask others how they are feeling also, usually during role-play activities.

A brief overview of how the French curriculum supports the development of the whole child. Please read this in conjunction with the school document ‘Personal Development at Yorke Mead’.

SMSC Spiritual, Moral, Social & Cultural Development	British Values	Character Education	Cultural Capital	5 Ways to Wellbeing
French to broaden horizons and deepen recognition of the cultures of others	Respect and understanding of other cultures	Social Confidence to express self in foreign language To use investigative skills to understand and read between the lines	To understand the many cultural similarities and differences in other countries through music, sport, art and culture of France	Connect Be active Take notice Keep learning Give

## Organisation and planning

### Organisation

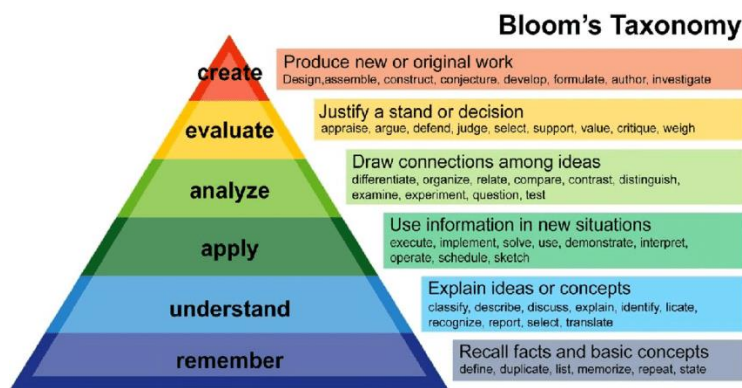
At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation.

French is part of the Explore team along with History, Geography and RE.

## Planning

Teachers at Yorke Mead are provided with a broad long term plan by subject leaders outlining the curriculum content and learning intentions to be covered throughout the year. It is the teacher's job to outline the delivery of this curriculum in a detailed medium term plan, which may be paper format or powerpoint in style depending on the preference of the teacher. There is no need for teachers to produce individual lesson plans for subjects other than English and Maths, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.

In planning units of work teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.



## Progression and Sequence of Learning

French offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Themes such as Visiting a Café, Places in a French town and French Festivals - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills, from learning nouns to building sentences. Children are encouraged to express their ideas and thoughts in French to interact and communicate with others both in speech and in writing. The French curriculum desires to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials so that children have opportunities to repeat and revise their learning.

## Early Years

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This French curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

## **Assessment for Learning**

Assessment is based on class observations of listening and speaking activities as well as written evidence in the children's French folder. These regular informal assessments are used to ensure that planning takes account of the children's understanding, their way of thinking and their language skills development. There are display areas of children's work and French Posters in each classroom. There is also a French corner in the library.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Safeguarding and Safe Practise**

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such as:

There are times when children may be more likely to disclose a safeguarding concern, for example as part of a French lesson or French club. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

## **The role of the French subject leaders**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the French curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for French to support individual teachers in their planning
- The amount of time provided for teaching French is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within French are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the French curriculum are available and accessible to staff.
- The policy and practise within French is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the French curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to French.

**This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:**

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

### **Policy Review**

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

## Appendices

- *Long term plan French curriculum attached*

### ICT:

- [www.french-games.net](http://www.french-games.net)
- [www.Linguascope.com](http://www.Linguascope.com)
- [www.duolingo.com](http://www.duolingo.com)

### Powerpoints and worksheets:

- Twinkle
- [www.linguascope.com](http://www.linguascope.com)
- [www.lightbulblanguages.co.uk](http://www.lightbulblanguages.co.uk)
- BBC Bitesize French

### Songs:

- Alain Le lait
- Rémi Guichard
- Mamalisa.com
- Charlotte Diamond