



# FOREIGN LANGUAGES



## FRENCH POLICY

### **Our Identity.....**

'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy

1:7 Our

**Vision.....** Inspire, Support, Believe, Achieve

### **Our Mission.....**

Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

The Federation is committed to the personal development of all involved and aim to provide life-long learning.

We aim to provide extended facilities in both our schools in order to support each child on their learning journey.

‘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.’ The National Curriculum 2014.

### Rationale

At Henshaw and Greenhead CE Primary Schools we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for children of all ages. Pupils develop communication skills, extend their knowledge of how language works and explore differences and similarities between their own and other languages. Learning another language celebrates the multilingual and multicultural world and provides an international perspective in children’s learning, giving them insight into their own culture and those of others.

### Aims

At Henshaw and Greenhead CE Primary Schools we aim:

- to foster an interest in language learning by introducing children to another language or languages in a way that is enjoyable and accessible to all pupils
- to stimulate and encourage children’s curiosity about language and creativity in experimenting with it
- to support oracy and literacy, and in particular develop listening, speaking, reading, writing, grammar skills, in line with the National Curriculum Key Stage 2 Programme of Study 2014
- to help children develop their awareness of cultural similarities and differences
- to lay the foundations for future language study by pupils
- to provide an added perspective on first language teaching and learning
- to give an extra dimension to teaching and learning across the curriculum
- for all children to form a sound basis for further language learning at Key Stage 3 and beyond

Nouns	Awareness that nouns can be masculine or feminine, and how to recognise singular or plural.
Alphabet	Also key phoneme/graphemes <i>ch, ou, é/er/et/ez, gn, o n/an, in/ain, oi</i> and a simple awareness of silent letters.
Adjectives	Colour, size and some simple adjectives. A simple basic awareness of position and agreement.
Core Structures	C’est... It is... Ce n’est pas... It isn’t... Il y a.... There is / there are... Il n’y a pas de... There isn’t / aren’t... Verbs, their conjugations and negative: J’ai... I have... Tu as... You have...

	Il/elle a... He/she has... Je n'ai pas de.. I haven't got / don't have ... Je suis... I am... Tu es... You are... Il/elle est... He/she is... J'aime... I like... Je n'aime pas... I don't like... Je voudrais... I would like...
Numbers	At least to 20. Ideally up to 100.
Days/Months/Birthday	To be able to answer the questions: <i>Quelle est la date aujourd'hui?</i> <i>Quelle est la date de ton anniversaire?</i>
Telling the time	<i>Il est une heure.</i> - It is 1 o'clock. <i>Il est deux heures et demie.</i> – It is half past 2.
Recognise and answer some questions.	Qu'est-ce que c'est? What is it? Où est..? Where is..? Comment t'appelles-tu? What is your name? Quel âge as-tu? How old are you? As-tu? / Aimes-tu? Do you have / Do you like .....?

### Method

In Reception children will be introduced to French through fun activities eg learning rhymes, counting songs, doing the Register in French.

A weekly French lesson is timetabled for Years 1-6.

The lessons will allow children to:

- take part in a wide range of speaking and listening activities e.g. role play scenarios
- write increasingly complex words, phrase and sentences
- share, read and participate in French stories and rhymes
- sing French songs
- learn about French customs and aspects of French culture and compare them to their own
- play games to support the learning of new vocabulary

The emphasis is on whole class teaching but there are opportunities for children to work individually, with a partner or as part of a small group to complete a task. Planning uses a range of resources such as Twinkl and the North Tyneside Scheme of Work. The learning intentions and success criteria will be determined by the FL Lead and outlined in medium or short term plans.

French will be embedded in the curriculum as far is possible.

### Equal Opportunities

The FL Policy supports the Equal Opportunities Policy of the whole school by regarding all pupils as equal. Activities and resources take account of gender and multicultural issues.

### Special Needs

Tasks are differentiated to meet the needs of all pupils and extra support or extension given where necessary.

It is the responsibility of the FL teacher to:

- check the availability of FL resources needed to complete a unit of work
- inform the FL Lead if additional resources are needed allowing for sufficient time for the coordinator to prepare a budget for the financial year ahead.
- use resources economically
- maintain resources in a tidy and orderly fashion.

### Health and Safety

The teaching of FL takes account of the school Health and Safety Policy. Safety issues are addressed when necessary.

### Recording and Assessment

Pupil progress is recorded, monitored and assessed in line with the National Curriculum 2014. The FL objectives cover progressive outcomes by year group in: Speaking and Listening; Songs, Stories and Rhymes; Reading and Writing, and Grammar.

- Regular informal assessments are important to ensure that planning takes account of pupil understanding.

- Children should have opportunities to assess their own progress through peer assessment and use of Twinkl jigsaw assessment topic sheets (if Twinkl units are being used).

Evidence is collected in various ways, including:

- examples from lessons e.g. photocopied work from books
- tick sheets, using the MFL year group objectives
- notes detailing spoken evidence
- photocopies of work from activities, workbooks and whiteboards
- anecdotal examples
- examples of good/great/outstanding, based on success criteria
- recordings of children speaking
- examples from Stage 2 worksheets
- displays
- annotated photos
- annotated notes detailing spoken progress.

### Other Languages at Henshaw and Greenhead CE Primary Schools

We recognise that some children may already speak more than one language. Children should be encouraged to share their home language, and the linguistic and cultural diversity in our school is to be celebrated as often as possible.