



French Policy



Our Aims:

- To provide a high quality French language education that fosters pupils' curiosity and deepens their understanding of the world
- Teach children to express their ideas and thoughts verbally and in writing in French, in line with National Curriculum age-related expectations
- To introduce children to literary content in French – e.g. well known French books/ stories translated into French

Intent:

The ability to communicate is a fundamental human necessity. In an increasingly global community, both in terms of business and social interactions, the ability to communicate with others and build meaningful relationships is vital. Learning a different language opens up pupils' minds to other cultures, providing opportunities to identify similarities and differences.

Implementation:

Our current scheme of work, 'La Jolie Ronde' matches the Programme of Study, with the following requirements:

- An appropriate balance of spoken and written language
- Pupils learn to speak in sentences, with appropriate pronunciation
- Pupils learn to express simple ideas with clarity
- Pupils learn to write phrases and short sentences from memory
- Pupils develop an understanding of basic grammar
- Pupils become acquainted with songs and poems in the language studied
- Teaching focuses on making substantial progress in one language

Impact:

Through the delivery of the programme as outlined above, it is hoped that children enjoy their French lessons and are happy to discuss what they have been learning with teachers, subject leaders, parents and visitors. Monitoring by the subject leader should show that work is regularly recorded in books and that feedback from pupils is positive. The majority of children should leave Horbury St Peter's and Clifton being able to adapt a model paragraph about a given topic; read a short paragraph confidently and be able to answer questions, including giving their opinion. They should all, however, leave with an appreciation of the French language and the acceptance of differing cultures and values.

Strategies and Planning

At Horbury St Peter's and Clifton, French teaching begins formally in KS2, in accordance to the statutory requirements of the National Curriculum. The 'La Jolie Ronde' scheme of work is used across KS2 and is delivered by the class teacher. The expectation is that all pupils in KS2 receive a weekly French lesson; which can be delivered as a once a week longer session or several shorter sessions.

Differentiation, Equal Opportunities and Inclusion

French lessons are planned to give pupils a suitable range of activities appropriate to their age and abilities, where all children are encouraged and supported to develop their full potential. All children have equal access to the French curriculum and its associated practical activities through differentiation and the implementation of reasonable adjustments where required. The Senior Leadership Team, Class Teachers and Teaching Assistants at Horbury St Peter's and Clifton are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress.

Where appropriate, work will be adapted to meet children's needs and extra time may be given for consolidation and reinforcement. All pupils, including the more able pupils, will be given suitably challenging activities to stretch and engage within and just above their own abilities to enhance learning. The 2020 revisions to the scheme of work provides teachers with a greater level of differentiation for more and less able pupils. Gender and cultural differences will be reflected positively in the teaching materials used. The class teacher is responsible for ensuring targets or provision detailed in a child's 'One Page Profile' or 'Supporting Me to Learn Plan' are implemented within French lessons.

Approaches to Reading

As part of the school's focus on supporting children in developing their reading skills, children are encouraged to read regularly in French lessons. This provides them with the opportunity to practise strategies used in English reading, including: identifying key words they recognise; 'reading around' the word to understand a particular word or sentence; using quality extracts, texts or poetry and

Approaches to Writing

Children are encouraged to write in French, in line with the year group expectations. In Year 3 and 4, this would start with words (responses to questions) and single sentences. In Year 5 and 6, the expectation is that children are able to write paragraphs based on a specific topic. The use of model texts in all year groups allows children to have an example to use and adapt as required.

Displays

Each class has key vocabulary linking to the current French topic. This would ideally follow a 'working wall' style and progressively build up as the topic progresses. Elements that would be typically found around a classroom would be:

- French classroom commands
- Key vocabulary for current topic
- Model paragraphs linking to current topic
- Key questions and modelled responses that children could contribute to.

French Assessment

Children are assessed against the National Curriculum statements, which are broken down by year group across Key Stage Two. The assessment opportunities linked to the Programme of Study for each year group are included in Appendix 1. The expectation is that teachers aim to cover 2-3 assessment activities per strand across the year. Each child has an exercise book for French which provides evidence for written work. Teacher assessments are recorded on the appropriate assessment sheet per year group per class.

Cross Curriculum Links

Teachers' planning and the French scheme of work makes cross curricular links during times of the year focusing around key historical/cultural/religious events such as Christmas, Easter, Bastille Day links to the history of the French Revolution, war poetry during November as part of Remembrance topics.

French Leader Roles and Responsibilities

The French subject leader is responsible for the monitoring of provision, quality of teaching and learning and the accuracy and analysis of assessment in French. The French leader also has the responsibility to lead on the development of an annual action plan for French in consultation with the SLT and also to keep SLT and Governors informed on all monitoring, evaluation and impact of this.

Policy agreed: December 2020

Subject Leader: Mrs L Humbles

Date of review: December 2022