



## Crudgington Primary School French Policy 2023

French Policy - Document Status				
Date of policy creation	27/04/20	✓	Named responsibility	Melanie Parsons
Date of last policy review	06/03/23		Named responsibility	Esther Jones

### French Intent Statement

The intention of the French curriculum at Crudgington Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence, we strive to stimulate and encourage children's curiosity about language. In planning, we actively plan links to develop their awareness of cultural differences in other countries, through our protected characteristics, British values and curriculum enrichment opportunities. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Crudgington Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning – the ultimate aim being that pupils will feel willing and able to continue studying language beyond Key Stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

### Implementation & Organisation of French

All children throughout the school are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. All classes have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign language through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by the Key Stage 2 class teachers. Across Key Stage 2 the units have been planned and organised in to a 2 year rolling plan that allows a logical building of knowledge and skills.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes – building blocks of language into more complex, fluent and authentic language.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

## EYFS

In EYFS there is no explicit teaching of French, however there may be incidental use of the French language through songs, rhymes and greetings. In the Summer term the class teacher can begin using the agreed French greetings for the register.

## Key Stages 1 & 2

In Key Stage 1 during Autumn and Spring term there will be the introduction of incidental French through the register, songs, rhymes and story telling in French. In the Summer term the class teacher can begin using the 'Early Language' units in short lessons to introduce some vocabulary that they may need to use in Lower Key Stage 2.

In Lower Key Stage 2, the units will be selected from Early Language unit and moving in to Intermediate Language units. Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented

to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. These lessons are designed to run for approximately 30 minutes.

Moving in to Upper Key Stage 2, the units will be a selection of Intermediate Language units, Progressive and Creative Curriculum units. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support. These lessons are designed to run for approximately 45 minutes

## **Resources**

All lessons as part of the Language Angels scheme of work are fully resourced with videos and activities. Other resources such as French books and films are stored by the subject co-ordinator and can be accessed by all.

## **Assessment – Measuring Impact**

Teachers assess French throughout lessons using ‘assessment through learning’. Pupil learning and progression will also be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

## **Inclusion and Equal Opportunity**

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able to access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Primary Languages teaching at Crudgington Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit

from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Individual class teachers are responsible for ensuring that the activities included in the lesson match the ability of the pupils in every group. Some tasks will need to be extended as appropriate to provide additional challenge for more able pupils and others will need to be sufficiently adapted to be accessible for less able learners. The MFL Co-ordinator will be responsible for providing guidance to other colleagues who might need suggestions about how tasks and activities can be adapted.

#### **Subject Leader Role/ Monitoring and Review**

The main tasks of the co-ordinator are listed below. Increasingly, the role will include the support of class teachers in supplementing MFL provision in order to improve the quality and continuity of Modern Foreign Language teaching across the school. The co-ordinator is responsible for:

- Providing support and training to staff
- Liaising with the staff and keeping them informed
- Discussing progress in MFL and any issues as they arise
- Writing and reviewing the MFL Policy
- Co-ordinating the use of classroom resources
- Keeping up-to-date, through reading and attending relevant courses
- Monitoring the impact of MFL teaching through work scrutiny and pupil voice

#### **Policy Review**

Policy to be reviewed every 2 years.