



## Bolton Primary School

### French



#### Purpose of study:

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.

#### Aims:

In our school we teach a foreign language to all children as part of the normal school curriculum. 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 the variety of grammatical structures that they have learnt and discover and develop an appreciation of a range of writing in French.

### Content:

The focus of study in French will be on practical communication. Pupils are 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 traditional and/or online 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, 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.

**Teaching and Learning:** French is taught to all children in Key Stage 2 for one hour a week. A subject specialist teacher, Kate Walsh - who also teaches in many of our cluster schools - delivers the subject on a Monday afternoon. The content is taught through a topic approach on a two-year cycle encompassing all skill areas: listening, speaking, reading and writing.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs. We also use links to the internet to demonstrate the foreign language featuring only native speakers, in order to expose the children to more than one voice in the foreign language. We frequently use mime and images to accompany new vocabulary as this serves to demonstrate the foreign language without the need for translation.

We initially emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

**Adaption/SEND:** We teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and adaptative teaching - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language.

**Disadvantaged:** The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

**Assessment:** There will be a unit 'assessment' or 'Puzzle It Out' at the end of each block of learning where all 4 skill areas are tested (listening, speaking, reading and writing). The teacher will make best fit judgements when deciding whether a pupil is towards, at, or above the expected standard.

Assessment also takes place informally through observation, questioning, discussions and marking children's work. Pupils also complete self-assessments clouds throughout, and at the end of each unit which are held in their folders.

**Evaluation, Monitoring and Review:** The child's progress will be recorded by the French teacher, shared with pupils and parents in their individual annual report and twice yearly in their interim reports.

This policy is a working document and should be updated every two years.

The subject lead is Kate Walsh and there is a governor with responsibility for monitoring French.

### **French at Bolton:**

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised to meet with current curriculum standards. Alongside the planning provided, the network and subject teacher also enrich this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work (both traditional and online), and many more creative ways to extend, embed and combine language skills.

Year 3&4 follow Stage 1 & Stage 2 of the Scheme of Work and Year 5 & 6 Stage 3 & 4 on a 2-year cycle (see below).

<b>Half Term/ Stage</b>	<b><u>Stage 1</u></b> <b><u>LTP</u></b>	<b><u>Stage 2</u></b> <b><u>LTP</u></b>	<b><u>Stage 3</u></b> <b><u>LTP</u></b>	<b><u>Stage 4</u></b> <b><u>LTP</u></b>
<b>Autumn 1</b>	<b>A new start</b> (Greetings, feelings, numbers, colours)	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)	<b>Me and my friends at school</b> (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<b>This is me!</b> (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)
<b>Autumn 2</b>	<b>Calendar and celebrations</b> (Bonfire colours, days and months, the date, Christmas)	<b>My town, your town</b> (Commands, shops, asking and giving directions)	<b>Time in the city</b> (French city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper)	<b>Homes and houses</b> (Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf)
<b>Spring 1</b>	<b>Animals</b> (Animal nouns, singular and plural, opinions, story)	<b>Alien faces and family</b> (Epiphany, family members, personal info, face parts and numbers)	<b>At the market</b> (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	<b>Sports</b> (Sport nouns, opinions, verb to play, sports descriptions)
<b>Spring 2</b>	<b>Carnival and numbers</b> (Carnival, numbers to 20, core language recap, age, commands, Easter)	<b>Moving our bodies</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<b>Clothes</b> (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	<b>My best day ever</b> (Time, activities during the day, funfair rides and opinions)
<b>Summer 1</b>	<b>The Hungry Giant</b> (Fruit and veg nouns, counting, asking politely, story, board game)	<b>At the doctors and jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	<b>Out of this world</b> (ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster)	<b>Café culture</b> (Typical French café foods, opinions, ordering politely, menus, café conversation)
<b>Summer 2</b>	<b>Going on a picnic in France</b> (Picnic story, food items, polite request, explore France, ask and answer 'where do you live?', simple conversation)  <b>Language Puzzle*</b>	<b>Summertime</b> (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay)  <b>Language Puzzle*</b>	<b>Going to the seaside</b> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)  <b>Language Puzzle*</b>	<b>Let's Celebrate!</b> (Read/Hear all about it! Language recall, personal information, family, favourites)  <i>Optional lessons: mocktail, scavenger hunt, language puzzle</i>

### Strengths:

The SoW is continuously updated and adapted when necessary to individual pupils/groups and time constraints.

Teaching French to all pupils at KS2 facilitates their transition to language learning at KS3.

Pupils are taught by a subject specialist.

The subject is active and relevant. Teaching methods appeal to a variety of learning styles with lots of games.

Children largely enjoy their French lessons.

Taught on a two-year cycle to ensure coverage.

### Next Steps

#### Focus: Quality of Education

Adapt Puzzle It Outs to further differentiate between different year groups.

#### Behaviour & Attitudes

High standards with zero tolerance to low level disruption and following of whole school procedures.

Consequences and support for children that don't comply.

More governor monitoring and involvement.

Continue awarding good behaviour and involvement in subject through school Dojos and French Certificates.

#### Personal Development

Promote our values and extend towards a respect of other cultures.

#### Leadership and Management

Encourage more Governor involvement.

Undertake any relevant CPD.



# Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <b>a few familiar</b> spoken words and phrases.	Can <b>say/repeat a few words and short simple phrases</b> and would be understood by a sympathetic native speaker. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can recognise and <b>read out a few familiar words</b> and phrases.	<b>Can write or copy a few simple words</b> or symbols as an emergent writer of the target language.
Stage 2	Can understand <b>a range of familiar spoken phrases</b> and is able to listen for specific words and phrases.	<b>Can ask and answer simple questions and give basic information.</b> Can pronounce familiar words and some new words accurately. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand simple written phrases.</b> Can match sounds to familiar written words.	Can <b>spell some familiar written words and phrases accurately</b> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <b>the main points from a series of spoken sentences</b> (including questions.) May require some repetition.	Can <b>ask and answer simple questions on several topics and can express opinions.</b> Can take part in brief pre-prepared tasks such as short presentations and role plays. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main point(s) from a short, written passage in clear printed script.</b> Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <b>write two or three short sentences as a personal response,</b> using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <b>the main points and some detail from a short, spoken passage</b> with comprising of familiar language.	Can <b>take part in a simple conversation and can express simple opinions.</b> Generally accurate pronunciation (to a sympathetic native speaker). <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</b> Can use a bilingual dictionary to access unfamiliar language.	Can <b>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</b> in the present tense on a familiar topic using reference materials, support if necessary.

Individual Full Year Self-Assessment Record Clouds can be accessed via the links below.

Pupils hold half-termly ones in their folders.

(I can...) statements.

[https://pln.myvle.co.uk/get.php?4L24262a24282723\\_4645424252a21\\_42X854CF57572a245Ca2657275654F2F65650](https://pln.myvle.co.uk/get.php?4L24262a24282723_4645424252a21_42X854CF57572a245Ca2657275654F2F65650)

[https://pln.myvle.co.uk/get.php?4L24262a24282725\\_4645424252a21\\_42626525657F2X6F2a2328F532UCU6545450](https://pln.myvle.co.uk/get.php?4L24262a24282725_4645424252a21_42626525657F2X6F2a2328F532UCU6545450)

[https://pln.myvle.co.uk/get.php?4L24262a24282727\\_4645424252a21\\_4C54575352542524262353C565C75Ca25282U0](https://pln.myvle.co.uk/get.php?4L24262a24282727_4645424252a21_4C54575352542524262353C565C75Ca25282U0)

[https://pln.myvle.co.uk/get.php?4L24262a24282729\\_4645424252a21\\_45726535C2565325C21F262528C252a56C5350](https://pln.myvle.co.uk/get.php?4L24262a24282729_4645424252a21_45726535C2565325C21F262528C252a56C5350)