

St Joseph's Catholic Primary School
To live, love and learn in a caring Christian community

MODERN FOREIGN LANGUAGES (FRENCH)

Aims

Are as outlined in the new primary curriculum for 2014 which aims 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
- Discover and develop an appreciation of a range of writing in the language studied.

Curriculum Organisation

The new National Curriculum for Primary schools, states that the teaching of languages (either ancient or modern), is statutory only in Key Stage 2. However, at St. Joseph's, we believe that children in the Early Years Foundation Stage (EYFS) and Key Stage 1, should have some exposure to languages other than English and activities such as registration, counting and some simple vocabulary will be taught to the children in preparation for discrete lessons in French from Year 3.

Key Stage 2:

French is taught as a discrete subject by HLTA in Lower Key Stage 2, and class teachers in Upper Key Stage 2.

Contribution to other curriculum areas

English: The study of a foreign language is complementary to the teaching of English in our school as it also teaches the skills of reading, writing, speaking and listening and grammar. Learning a foreign language provides pupils with opportunities to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Geography: Learning French can foster a child's curiosity and deepen their understanding of the world. It provides them with opportunities to find out about other countries; their geography, people and culture.

Information and communication technology (ICT):

The school believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. The school uses community and other links to expose pupils to native speakers as well as ICT.

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

We use ICT effectively to enhance the learning of French in class; our main teaching resource (Salut!) is interactive. We also use Interactive White Boards with links to the internet, and a selection of DVDs and compatible resources. Teachers use IPAD's to record evidence such as role play and we offer the children the opportunity to use the digital camera to record and use photographic images.

Spiritual, moral, social and cultural development

The learning of French, provides opportunities for children to develop an awareness and understanding of other countries and societies. 'Learning a foreign language is a liberation from insularity and provides an opening to other cultures', (National Curriculum, Programme of Study for Languages). We help the children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others

Inclusion

All Key Stage 2 pupils, regardless of race or gender, shall have the opportunity to develop Languages capability. Our school will promote equal opportunities and fairness of distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Efforts are made to ensure that work created at home can be transferred to a classroom once a teacher has been notified. The school will monitor the level of access to languages in the home environment to ensure no pupils are unduly disadvantaged. Positive images of languages being spoken by people

of both sexes will be promoted. The school recognises the motivational advantages of the use of Languages by children with special educational needs.

Assessment and recording

As the class teacher works through the scheme of work they will record progress against the *short-focused topics* where appropriate and assess the children's progress in the integrated language. This assessment will be used to support teaching and learning. Some evidence is to be kept. This may include a description of the context and an explanation of how the pupils completed the topic, photographs, discussion, saved work and printouts (if any were produced) of differing pupils' work. Languages work will be marked in line with the school policy on marking.

For reporting purposes, which will be at the end of Key Stage 2, a level of each pupil's Languages capability will be given. This will be based on NC attainment levels.

Health & Safety

See health & safety policy.

Resources

A variety of resources are available for the teaching of French and these are regularly reviewed and updated by the subject leader. They are kept in Sycamore Class and in Lower Key Stage 2 classes.

Monitoring and review

Monitoring is carried out by the Headteacher (member of senior management) and the subject leader for Languages, in the following ways:

- Informal discussion with staff and pupils
- Observation of Languages displays
- Collection of class Languages files
- Looking at the work in their individual paper files or notebooks
- Classroom observation

There is an annual review of this policy by the subject leader for Languages. A major review involving all staff will take place every two years.

Signed:

Date: