



Pilgrims School

French Policy

September 2022

Next review date: September 2023



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

SEN Provision

Planning will be differentiated to accommodate individual children's needs where relevant. Teaching and learning will consider the current policy for children with special educational needs.

Able, Gifted and Talented

Children who show particular gifts or talents are put on the Able, Gifted & Talented register. They are then given opportunities to further develop their skills within lessons and through the opportunity to participate in outside events or activities (See A, G & T policy).

Inclusion

All children regardless of gender, ethnic group, culture, ability and EAL are entitled to full access to the Literacy curriculum (see Equal opportunities policy)

Health and safety

Lessons are taught considering the health and safety of all. Safe practice is essential and must be promoted, discussed and modelled at all times. Where necessary, risk assessments are carried out to ensure safety issues have been identified and managed effectively.

1 Introduction

1.1 In our School, we teach French to all children in Reception and Years 1 and 2 as part of the normal school curriculum. We do this for several reasons. We believe that:

- children enjoy learning new languages.
- learning another language can be seen as an important way of putting more 'fun' into primary learning and of broadening out children's experience.
- foreign language learning supports a child's general understanding and language development.
- learning another language develops knowledge of other countries and promotes positive attitudes towards other cultures and speakers of other languages.
- an early start can provide a strong and motivating basis for further learning in the future.

2 Aims and Objectives

2.1 Our aims and objectives for learning French are:

- to inspire children to love learning languages.
- to introduce the children to another language in a way that is positive and fun.
- to make the children aware that language has structure and that structure differs from one language to another.
- to help children develop their awareness of cultural differences in other countries and foster the school values of kindness, curiosity and respect

- to develop speaking and listening skills.
- to give children the opportunity to start reading and writing in French.
- to lay the foundations for future study and improve successful uptake of French in future education.

3 Organisation

3.1 A subject specialist teaches French.

3.2 The children in Reception and Years 1 and 2 have 30 minutes of French timetabled each week. Reception children start learning French in January (may change due to change of staffing November 2022)

3.3 The French curriculum is organised to link with and support the creative curriculum, whilst ensuring progression of skills and language learning.

4 The Curriculum

4.1 Children are taught to:

- ask and answer questions
- develop accurate pronunciation and intonation
- memorise words
- show understanding of written words and phrases
- appreciate stories, songs and rhymes in the language
- work in pairs and groups and communicate in the target language
- explore the interrelationship of sounds and writing (Year 2)
- understand simple aspects of grammar (Years 2)
- explore aspects of life in another culture
- to communicate facts and feelings
- explore simple patterns and sounds of language

5 Teaching and Learning

We are committed to providing a learning environment that encourages all children to maximise their potential. We believe that all children should be given opportunities to achieve their best and to make the greatest progress possible.

5.1 We consider the guidance material in the QCA scheme of work for French in Key Stage 2 adapting it to the younger age group in Pilgrims School

5.2 We have compiled skills lists for French for each year groups, which aid planning and ensure progression through the school. Skills are listed under Oracy, Literacy, Intercultural understanding, Knowledge about language and Language Learning Strategies.

5.3 Children learn French at Pilgrims through listening, speaking, reading and writing activities appropriate to their ability.

5.4 We choose teaching and learning techniques, which allow the children to be actively engaged in the lessons, as we believe that this approach serves to

develop a positive attitude in the children to the learning of French. We do this by:

- demonstrating the language without translation through mime in which the children are encouraged to participate as they repeat the language.
- using pictures and objects to demonstrate meaning in ways, which encourage the children to participate.
- emphasising listening and speaking skills in all the Year groups initially, also giving opportunities to use the written word in a meaningful and challenging way in Year 2.
- using singing and chanting as a way of 'fixing' language structures in the children's minds.
- building the children's confidence through praise for any contribution they make in the foreign language however tentative.
- Using house points, as rewards for good behaviour and work.
- Making learning an enjoyable and challenging experience.
- Promoting lively, enquiring, independent and imaginative minds and develop enthusiasm for learning.
- Fostering imagination, creativity, problem solving and a willingness to take risks.
- Promoting assessment for learning building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves.
- Developing lively and enquiring minds and build on natural curiosity.
- Providing opportunities for pupils to work independently and collaboratively.

5.5 Cross-curricular links are considered during the planning of French lessons.

6 Teaching French to children with special educational needs

6.1 At Pilgrim's school we teach French to all children in Reception, Years 1 and 2. French forms part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that enable all pupils to be engaged in and to make progress in the target language. We do this by setting suitable learning challenges and responding to each child's different needs. We ensure that all pupils can fulfil their potential and achieve optimal educational outcomes.

6.2 Our evaluation process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable individual children to learn more effectively.

6.3 IPP/IBP for children with special needs may include, as appropriate, specific targets relating to French.

7 Able and Gifted Provision

Appropriate support and challenge is provided for children who are particularly gifted and talented in French, who may therefore require further differentiation to that provided within the normal classroom setting. They are challenged through activities planned to broaden and enrich their understanding and use of the language.

We develop strategies for very able children with the knowledge that this will also benefit all children and enhance learning in the whole school

8 Inclusion

All children regardless of gender, ethnic group, culture, ability and EAL are entitled to full access to the French curriculum (see Equal opportunities policy)

9. Safeguarding and wellbeing

If any kind of wellbeing /safeguarding concern is noticed by the French teacher, it will be discussed with the class teacher where appropriate and then normal safeguarding procedures will be followed.

10. Health and Safety

Health and safety guidelines are adhered to in the French classroom.

Where children are to participate in activities outside the classroom, for example, a playground game in French, we ensure that the activity is safe and appropriate for all children.

11. Assessment

11.1 We assess the children to ensure that they make good progress in this subject.
We do this:

- informally during the lessons.
- In Reception and Year 1 assessment is based on the degree of participation and enthusiasm of individual children.
- In year 2 the children are informally assessed in 4 skills – listening, speaking, reading and writing.

12 Monitoring and review

12.1 We monitor teaching and learning in the same way as all subjects taught in school.