

Verwood C.E First School and Nursery



Modern Foreign Language Policy

French is the modern foreign language that is currently taught in Years 3 and 4.

The importance of and entitlement to French

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and objectives

- to foster an interest in learning another language
- to encourage children to be aware that language has structure and that the structure differs from one language to another
- to give children an awareness of the way of life in other countries where French is spoken and of their traditions and cultures.
- to develop the children's speaking and listening skills.
- to foster positive attitudes towards speakers of languages other than one's own.
- to lay the foundations for future study of a foreign language.
- to exploit cultural links and experiences when opportunities arise.

National Curriculum

For every pupil in key stage 2, learning a language is a statutory foundation subject. The new programme of study for KS2 set out the new national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. At Verwood First School, we teach French in Years 3 and 4 as part of the national entitlement to the study of a second language. The National Curriculum for languages 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.

2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, 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

Inclusion, equality of opportunity and differentiation:

The teaching of a language in key stage 2 at Verwood First School is a statutory requirement and forms parts of a curriculum entitlement for all. The school aims to ensure that all children have opportunities to access and benefit from learning a foreign language together according to their needs. Therefore all pupils regardless of race, gender, special educational needs or language spoken at home will have the opportunity to develop this language capability in school. Care will be taken to ensure that a variety of language learning activities and strategies are deployed in order to engage and motivate all learners.

Ensuring continuity and progression in learning:

To ensure continuity and progression for all pupils the curriculum is carefully organised through a progression of skills Year 3 – Year 4 to ensure that our pupil’s skills, knowledge and understanding of French develops in the following ways:

Approach to learning and teaching:

The overall focus for French is fun, involvement and enjoyment. The main emphasis initially is on the use of oracy, but as the children progress, literacy is introduced. The language is taught through interactive software, songs, games, finger rhymes and story books, often involving puppets, toys, flashcards and other visual aids. Each session introduces a new focus as well as revising and practising previously taught structures and songs. Attention is given to providing varied activities. A great emphasis is placed on providing maximum encouragement and participation, so that the children feel motivated. A variety of materials and resources are used to supplement the schemes of work.

The children are taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs and groups and communicate in French
- look at life in another culture

- read small texts, including songs
- write in French – words and phrases

In French, teachers:

- share with pupils what they are expected to learn and how they are expected to learn it;
- provide a variety of learning activities that are used regularly, including observation, investigation, games, mysteries, puzzles and problem-solving;
- encourage pupils to describe, explain, predict and evaluate new vocabulary;
- provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- encourage discussion so that pupils clarify their thinking;
- Follow the school's French progression of skills to ensure that learning is sufficiently challenging;
- provide pupils with regular feedback about their learning and about what they need to do next in order to improve;
- should determine the pupils' levels of knowledge and understanding, before, during and after units of learning;
- expect pupils to record their learning in a variety of ways, including, pictures, letters, and posters;
- When possible, topic related visits are undertaken and outside agencies used to enrich pupils' French understanding.

Summative Assessment

Assessment is done informally during lessons to evaluate what the children have learned. Assessment is based on the following areas:

- listening & responding
- speaking
- reading & responding
- writing

Levels of attainment in French will be included in reports home to parents at the end of the year.

Responsibilities of Subject Lead:

The Modern Foreign Languages subject leader is responsible for monitoring the quality of teaching and learning. The subject leader is also responsible for supporting colleagues in the teaching of a modern language, for being informed about current developments in modern languages and for providing a strategic lead and direction in the subject.

Policy review:

This policy will be reviewed in line with the school's policy review programme.

Date: November 2019