



Hartwell Primary School

French Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Review date: Autumn 2022

Intent

The teaching of French should include the appropriate balance of:

- Listening
- Speaking
- Reading
- Writing,

and should lay the foundations for further foreign language study at KS3. According to the 2014 National Curriculum:

‘The focus of any study in modern foreign language should be on practical communication’.

Pupils should be taught to:

Speaking:

- Listen attentively to spoken language and show understanding by joining in and responding.
- 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 appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas orally to a range of audiences.
- Describe people, places, things and actions orally and in writing.

Listening:

- Explore the patterns and sounds of words through songs and rhymes, and link the spelling, sound and meaning of words.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Appreciate songs, stories, poems and rhyme in the language.

Writing:

- Explore the patterns and sounds of words through songs and rhymes, and link the spelling, sound and meaning of words.
- 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.

Reading:

- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children will understand basic grammar appropriate to the language being studied, including (where relevant):

- Feminine, masculine and neuter forms
- The conjugation of high frequency verbs
- Key features and patterns of the language
- How to apply these to a sentence and how they differ from or are similar to English

Coverage

Each year will recap on the previous years' learning as all years will cover Units 1, 2 and 3. Importantly, the purpose of this is to ensure: consolidation - and an opportunity for the less able to recap whilst providing a sound springboard for the more able to progress further. Nevertheless the repeated units will look different as the children progress through the years and as the children progress through school they will have less time on repeated units. Importantly, as the children progress through school they will have a greater number of units to cover so the careful teaching and learning from previous years will be invaluable to enable children to make this progress.

The coverage for each year is as follows: with Autumn Term = orange Spring Term= green and Summer Term= red:

Year 3 (3 units)	Unit 1: C'est Moi (1-10)
	Unit 2: Mon Pays
	Unit 3: Mon Anniversaire
Year 4 (4 units)	Unit 1: C'est Moi (1-20)
	Unit 2: Mon Pays
	Unit 3: Mon Anniversaire
	Unit 4: Ma Famille
Year 5: (6 units)	Unit 1: C'est Moi (1-100)

	Unit 2: Mon Pays
	Unit 3: Mon Anniversaire
	Unit 4: Ma Famille
	Unit 5: Les Couleurs
	Unit 6: Mon Corps
Year 6: (7 units)	Unit 1: C'est Moi (1-100)
	Unit 2: Mon Pays
	Unit 3: Mon Anniversaire
	Unit 4: Ma Famille
	Unit 5: Les Couleurs
	Unit 6: Mon Corps
	Unit 7: Quelle heure est-il?

Unit 1	<i>C'est Moi !</i>
	Greetings
	asking 'how are you?'
	giving your name
	numbers 1-10 (can be extended)
Assessment	Record simple conversations
Unit 2	<i>Mon Pays</i>
	saying where you live
	saying which languages you speak
Assessment	Weather report
Unit 3	<i>Mon Anniversaire</i>
	numbers 11-31
	days of the week
	months of the year
	saying the date
Assessment	Asking & answering questions session
Unit 4	<i>Ma Famille</i>
	my family
	possessive pronouns
	<i>avoir</i> (1ps, 2ps, Q, +ve, -ve)
	<i>il/elle</i>

	<i>je n'ai pas de...</i>
Assessment	Family role play/family tree
Unit 5	<i>Les Couleurs</i>
	Colours
	classroom objects
	adjectival agreement
	<i>aimer</i> (1ps, 2ps, Q, +ve, -ve)
	my favourite
Assessment	Colouring by numbers
Unit 6	<i>Mon Corps</i>
	parts of the body
	describing myself and others
	Etre
	Plurals
Assessment	Passport and label self
Unit 7	<i>Quelle heure est-il</i>
	Numbers 40-100 in 10's
	Time on the hour
	Arriver, jouer, manger, regarder
	Describing my day
Assessment	Role play/clock activity

Resources

'**Usborne Internet-linked French for Beginners**' is an excellent resource to encourage conversational French in class and can form a valuable starting point for teachers. This book also has some excellent internet linked resources that can be used interactively on class IWBs.

Teaching and Learning Style

The weekly, timetabled lessons are designed to motivate pupils and they focus on practical communication. A variety of teaching and learning styles are used in French lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this best through a mixture of whole-class teaching and individual or group activities:

- Children work in pairs and groups to develop oral fluency and accurate pronunciation.
- They develop good listening skills through group/pair conversation.
- Teachers draw attention to good examples of individual performance as models for the other children.
- The children learn through games, songs and stories – both spoken and written.
- Children have access to ICT packages and online games.
- Children are taught to read and write in French.

- Teachers revisit lesson content frequently but briefly throughout the week to consolidate skills, for example greetings at registration; describing the weather.
- A wall dictionary is used to record and display that unit's language.
- Oral feedback will be given to children, books will not be marked in line with the school's marking policy but rather at the teacher's discretion.

Contribution of French to teaching in other curriculum areas

English

- French contributes to the teaching of English as it formally develops phonological and grammatical skills, provoking children to consider how languages are developed and structured. Also, much of our English vocabulary has been derived from French words, giving children opportunity to develop understanding of English pronunciation and spelling patterns from the pronunciation and spellings they learn in French.

History and Geography

- French contributes to children's historical and geographical understanding by encouraging them to think about the invasion of the French upon the British Isles and how the French people have shaped our country, along with other invaders, by leaving their mark on our language and culture.

Personal, social and health education (PSHE) and citizenship

- French lessons give children the opportunity to develop their interpersonal skills by lots of speaking and listening work, paired activities, and group work. Children must develop their confidence in these lessons to speak aloud and practise their pronunciation accuracy. Additionally, children must turn-take within their conversations allowing their peers the opportunity to develop their skills. Their work in general helps them to develop a respect for their peers, the abilities of others and it also encourages them to collaborate and cooperate across a range of activities. The children learn to respect and work with each other, and with adults.

Spiritual, moral, social and cultural development

- French, for the children in Hartwell Primary School, gives the opportunity to acknowledge that other languages exist in the wider world. Through the teaching of French, children are additionally provided with the knowledge that people around the world have a different, but an equally valuable, way of life.

French and ICT

- Information and Communication Technology enhances our teaching of French, wherever appropriate. Children use software to explore the language through

games, stories and song. Online tools such as translators and pronunciation checkers are a useful resource.

Assessment & Recording:

Children's work may be assessed through:

- Written outcome.
- Observation of the practical activity that each unit will culminate in.

Children will be assessed within the relevant stage as:

Working Towards (B,B+,W), Secure (W+,S) or Exceeding (S+) based on their performance in the end of unit assessment task which is to be completed independently. Any books that are used for French will travel through KS2 with them and will be a record of their progress in French. This information will be used to inform half termly entries onto Target Tracker

Planning

Long term planning is listed above and should be followed in that order unless discussed before work commences with either the HT or DHT. Short term planning should be completed within a unit but one short term plan may carry over more than one week to reflect the teaching of language and the practical time necessary to practice these skills.

The planning format is similar to that of other foundation subjects but must include:

- The lessons learning objective.
- Lessons SC that refer to correct pronunciation, spelling of words.
- Key vocabulary to be learnt that lesson.
- Differentiation.
- Clearly identified focus i.e. speaking, listening, writing, reading.
- A basic script of what the teacher will say.
- Clearly identified outcome for the session(s).

Monitoring

Monitoring will be termly through either:

- Lesson observation.
- End of unit assessment observation.
- Book scrutiny.