FRENCH AT SHIPLEY

# Friendship, Faith, Future

**SUBJECT: FRENCH**

# Purpose of study

Learning a foreign language 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

As language proficiency develops, pupils have the opportunity to appreciate further songs, poems and a range of authentic materials from the target culture, allowing them to develop their cultural understanding of French speaking countries as well as providing a stimulus for pupils’ own language to develop

# Aims

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 writing in the language studied.

**INTENT**

The French curriculum at Shipley Primary School seeks to complement the wider curriculum, where possible, whilst enabling all pupils to develop key language learning skills, as set out by the national curriculum. Starting in KS1, our pupils will foster an interest in learning another language and begin to explore their own cultural identities as well as those from French-speaking countries around the world.

Children will;

* speak, with increasing accuracy in pronunciation and intonation; speaking before writing to ensure recognition of key sounds and links across new vocabulary; building on individual words and phrases they have learned, they will be able to hold increasingly complex conversations.
* listen with increasing confidence to songs, poems and stories, recognising sounds and words they have heard before in different contexts and relating them to new vocabulary.
* read with increasing confidence using their knowledge of French phonics to sound out new words and link to known phonemes; feel secure in making predictions about new or unknown language.
* write with increasing independence in French developing accuracy of spelling and grammar and focusing on age and stage appropriate expectation

**IMPLEMENTATION**

Beginning in KS1, we teach French across a four year rolling programme. This is based on the Early Start Languages scheme. This online resource allows pupils to see videos of real children in their everyday lives; their culture and how they live. The online resources feature native speakers using the language in context. The children learn through a wide range of activities including conversations, singing and games and use resources such as French story books, French songs and short video excerpts. They show understanding by joining in and responding to the stimuli. They engage in conversations, asking and answering questions. They express opinions using a growing bank of vocabulary organised around topics, ensuring the correct pronunciation and intonation. This is backed up by teacher’s own French knowledge and experience.

Lessons will include some of the following; songs, rhymes, raps, mimes, games, mnemonics, drawing & drama to introduce the basic concept of how the language works so children can expect a lively speaking and listening approach to learning the language, with increased recording in writing as the children progress through the school.; moving from simple words and phrases (KS1) to being able to write in grammatically correct sentences and hold longer conversations (year 6).

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. Teachers use the NASEN Teacher Handbook and the West Sussex OAIP documents to support planning.

**FRENCH LONG TERM PLAN**



 For Olympics in Paris 2024

**IMPACT**

As pupils develop their confidence, knowledge and understanding of French, they will be able to produce longer spoken phrases with increasing accuracy as well as more complex written responses, applying their knowledge of sentence structure, adjectives, connectives and Pupils will be encouraged to make links between the units, to recap prior learning and to recognise the wide-ranging application of the language building blocks they are learning to express their ideas.

By the time pupils leave Shipley, they will have acquired basic skills in the learning of a foreign language, creating a solid foundation upon which to pursue further language study at Key Stage 3 and fostering a love of languages and an appreciation of other cultures.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) takes place at the end of each unit of work through the use of ongoing teacher assessment, role play and short informal summative activities such as listening and reading tasks.

The French curriculum at Shipley Primary School has as its overarching impact, to instill within its pupils both a love of language learning and the confidence to continue their language study at Key Stage 3 and beyond.

We measure the impact of our curriculum through the following methods:

* Pupil discussions and interviewing the pupils about their learning (pupil voice).
* Annual reporting to parents
* Photo evidence of the pupils’ practical learning.