



River view Primary and Nursery school



River view primary school

French Policy

At River View, we have chosen to teach French to our children in KS2 to satisfy the requirements of The National Curriculum. The French language is also introduced at KS1 level from year 1 as we believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.

We aim to foster ample communication in the target language, as the children tend to be less conscious about speaking aloud at this stage of their development.

We feel it is essential for the children to gain insights to the world and various cultures around them. We understand that the early acquisition of a foreign language could act as a scaffolding and facilitate the learning of other foreign languages later in life.

Aims

The main objective of teaching French in our school is to promote the early development of the children's linguistic competence.

In addition, we are aiming to:

Foster an interest in learning other languages;

Introduce young children to another language in a way that is enjoyable;

Make young children aware that language has structure, and that the structure differs from one language to another;

Help children develop their awareness of cultural differences in other countries;



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Develop their speaking and listening skills;
Lay the foundations for future study.

Allocation

The topic of French has been allocated in the school timetable and each year group to which this applies receives a minimum of 40 minutes of teaching per week.

Planning and delivery

The subject leader has created a well-sequenced and progressive curriculum map containing a long-term plan showing how the syllabus is being delivered and a medium term plan indicating how the outcomes of the framework are being assessed. These will be shared with pupils and parents through the website via the French section of the curriculum page and updated termly.

From the guidance in the National Curriculum, the key concepts we planned a progression for are as follows:

- *Listening and responding*
- *Speaking*
- *Reading and responding*
- *Writing*

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-plays and songs (particularly action songs). We use mime and visuals to accompany new vocabulary in the foreign language. This teaches the language without the need for translation and is a useful technique to engage children of all level.

We use a commercially produced language-learning programme incorporating videos, recordings and interactive activities to support the children's learning alongside self-created or adapted resources. The children have the opportunity to listen to, and base



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their pronunciation on a native speaker. This also provides direct access to an authentic cultural source.

Initially we place more emphasis on listening and speaking skills than on reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the French language, however tentative.

We teach the children to understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- Use structures to build independence in the language;
- use dictionaries;
- work in pairs and groups to communicate in the other language.

Assessment and monitoring

The children are assessed against the learning objectives in various ways aiming to cover the 4 areas of the language: speaking, listening, reading and writing.

They may be asked to answer orally to specific questions on the topic being studied, demonstrate a self-created or provided Q&A activity, take part in a listening and comprehension exercise or complete a written assignment.

This assessment takes place on a continuous basis, covering 1 or more of the areas during each lesson delivered.



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Feedback is given to the pupils individually and as a group. The progress of the children is then recorded and reflected in the completion of a learning outcomes document.

The monitoring of the children's progress is reviewed and kept updated half-termly.

The subject leader will be supported to monitor and develop the subject in keeping with the school's policy.

French across the Curriculum

English

The learning of a modern foreign language naturally contributes to the development of children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics

Children reinforce their time-telling skills by playing time-related games in the French language. We also play number games, which reinforce counting and calculation skills, expand understanding of date and increase knowledge about money.

The children also take part in surveys within their class and transfer their results to bar charts or pictograms.

Personal, social and health education and citizenship

Children benefit from French language learning in many ways, not least of which are personal and social development. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel when speaking a foreign language. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.



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SMSC

By teaching French as modern foreign language, we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which a particular language is spoken. We also give children the chance to hear stories set in a foreign culture. A residential visit also takes place every other year.

Geography

We help children to locate on a map or a globe the position of the different countries in which the French language is spoken and encourage them to research customs and traditions associated with those countries as well as climate.

Music

We teach children songs in the French language – both traditional and modern – which of course helps them to develop a sense of rhythm and an ear for melody.

History

We teach children about significant historical figures and events in the history of the country of France, as they arise. We also help the children discover information about many francophone individuals that have made an impact internationally.

Science

Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

PE

We teach children dances from the countries in which the foreign language is spoken, for example 'Sur le Pont d'Avignon' in the case of France.



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French and Inclusion

At River view, we teach French to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Our thorough planning aims to provide learning opportunities, which enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Resources

River view is committed to providing a wide range of resources in order to give the children the best learning opportunities. The school has purchased an interactive program called 'Salut' that enables access to games, stories, songs and assessment resources. In addition, we use more hands on resources the children can manipulate and use for role-playing and partner interaction.

As cooking or baking is part of the delivery of the curriculum, ingredients are provided as needed and the teacher is trained, at the minimum, to a level one Food Hygiene and Safety.

Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

This policy will be reviewed annually.

SB



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