



Intent

The National Curriculum states that

Learning a foreign language is a liberation from insularity and 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, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Here at Hemingbrough Primary School we are absolutely committed to these principles. We believe that by learning French, children will not only develop linguistic understanding and competence in speaking, reading and writing another language, but will also be encouraged to broaden their understanding of different countries and cultures, in turn fostering a wider interest and curiosity about the world around them.

At Hemingbrough Community Primary School we teach French at both KS1 and KS2. We believe it is important to introduce children to French at an early stage in order to instil a range of basic vocabulary and sentence structures on which to build more formally in KS2, and to begin to develop an interest and keenness for learning a foreign language. As babies we learn language by listening, finding patterns to ascribe meaning and accuracy, and interacting with others, copying and practising to increasingly comprehend what is being said and to express ourselves. We strongly believe that this is the way we should be teaching French and so our curriculum is designed to give lots of opportunities for children to practise in the confidence that mistakes are part of learning, with an emphasis on speaking and listening for the first 3 years. Action rhymes, songs and stories are used to support learning, and form part of the curriculum for all years. Reading and writing are introduced in a scaffolded way, using explicit phonic instruction to support the development of accuracy in all areas. Our spiral curriculum ensures that children are continually building on past learning, so that confidence, attainment and enjoyment can be maintained, and they are well prepared for language learning at secondary level.

Implementation

In EYFS the emphasis is on short but regular French teaching, using songs and games to introduce children to basic vocabulary alongside good pronunciation and enthusiasm for speaking in another language.

In KS1 French will be taught weekly with lessons lasting usually 30 minutes. The focus will be on speaking and familiarising the children with a wider range of key early vocabulary. The emphasis will be on building confidence and embedding good pronunciation and understanding. Daily practice of introductory phrases of greeting and instruction will support weekly learning.

In KS2 weekly lessons will last usually 45 minutes with daily practice of key vocabulary and/or sentence structures eg when answering the register. Opportunities to speak, write and read will be given to all, and enthusiasm for conversational French is encouraged at all times.

A range of approaches will be used. Songs are particularly but not uniquely a key strategy in EYFS/ KS1. Repetition through daily practice of key vocabulary and phrases will help to embed learning. Lessons will focus on explaining and exploring vocabulary, structure and grammar and practising what is being learned in a variety of ways through speaking, reading and writing. Opportunities to hear native French speakers will also be provided.

Children will be given opportunities in lessons to

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

Impact

Our curriculum and teaching methods focus on building confidence and accuracy in every year, building upon previous learning and ensuring children have plenty of opportunity to practice all aspects of communicating in French. Through appropriate differentiation and support we believe that all pupils can make good progress in French. This will mean that our pupils will be able

- to speak with confidence, using good intonation and pronunciation
- to build an awareness of French culture
- to read with fluency and enjoyment
- to be able to express themselves and their ideas in conversation with others
- to write in French using the topics we have learned about, and employing confidently and accurately a range of vocabulary and sentence structures.

Scheme

The National Curriculum says that pupils should be taught to

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *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 accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- *present ideas and information orally to a range of audiences*
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *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*
- *understand basic grammar appropriate to the language being studied, including feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

Our curriculum is based upon the NYCC French curriculum which offers a clear and detailed progression through all of the skills and knowledge requirements outlined by the National Curriculum. Children are taught vocabulary and phrases with increasing complexity, exploring patterns and sounds of language through the spoken word, songs and rhymes. They will listen, join in and respond orally and then in written form. As a result of the teaching and revising of vocabulary, grammar and sentence structure through a series of carefully planned units of work, children embed their learning whilst extending their skills in all aspects of the language. The emphasis is on practical and personal situations with key ideas such as yourself and your family, likes and dislikes, food, animals and holidays explored in different ways and revisited as children progress through school. Throughout, there is explicit phonic support to improve pronunciation and intonation.

Assessment

Assessment opportunities will take place on a regular basis during lessons to ensure understanding and progression.

Assessments will take place at the end of each topic against the learning objectives.

Teacher will establish whether children are working at the expected level.

Provision for Inclusion (SEND, Pupil Premium, Additional Needs)

We recognize that some children will face greater barriers to learning than others. In order to ensure that these children are able to access the curriculum in a similar way to their peers, and therefore have the opportunity to make good progress whatever their starting points, teachers will employ a range of strategies. These may include

- The modification of tasks
- Extra support in class
- Task or unit related resources such as word mats
- Differentiated questioning to check understanding and to scaffold learning

Health and Safety/Safeguarding

As in all subject areas, the health and safety of our pupils is paramount. Any equipment used by either staff or children will be correctly handled. Children are taught to be aware of their own and other's safety and appropriate behaviour is expected at all times.

Hemingbrough CP Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Should a safeguarding concern of any sort arise during lessons, then the appropriate procedures as outlined in the relevant school policies will be followed.

SMSC

There are many ways in which the teaching and learning of French can embody SMSC values.

Spiritual: Children will have the chance to consider different ways of celebrating key Christian festivals. They will also have the chance to experience the awe and wonder of humans' ability to communicate in different languages.

Moral: They will be learning how to offer reasoned views on a range of topics, using their developing skills to increasingly construct qualification and explanation of their ideas. An understanding of consequences will be developed through the knowledge of grammar and how this affects what is being written and said, through verb conjugation or adjectival agreement for example.

Social: The emphasis of our curriculum is on communication. Children will be working in pairs and groups to share their ideas and to have conversations with each other. They will understand how politeness and respect can be conveyed in another language.

Cultural: Learning French offers many opportunities to develop cultural understanding. For example, children will have the opportunity to reflect on the way that cultures are represented in stories and poems, discuss how information about communities and cultures are presented on the internet, recognise differences and similarities between and within cultures and to experience the significance of songs, rhymes and games from other cultures. They will be able to appreciate the impact of French culture on our own lives and reflect upon, understand, accept, respect and celebrate diversity.

Cultural capital will be provided by exposure to songs, authors, the geography and history and way of life of a country other than our own that otherwise would not be possible for

many of our children. Furthermore, cultural capital will also be built by developing the confidence that comes from speaking another language alongside that gained by the broadening of vocabulary and understanding of English.

British Values

British values of mutual respect and tolerance are crucial in learning another language and about the people and countries that speak it. Learning another language allows us to open our minds and develop a greater understanding and acceptance of the world around us in all its diversity. These are key components of building respect for others, wherever they come from and however different they may be, and lead in turn to an appreciation and tolerance of diverse cultures and traditions that add to the richness of our world.