

The purpose of studying French, as a foreign language at Holy Trinity is firstly to open students to other cultures and countries of the French speaking world. As students deepen their understanding of the world they are able to express ideas and thoughts in another language and reciprocally can respond to speakers from these countries both orally and in writing. Pupils will be developed to communicate for practical purposes and will leave Year 6, after a minimum of 4 years of learning French, equipped for further language learning and for study or work in another country.

Our aims

Using the national curriculum for languages, we will ensure pupils:

- Understand and respond to spoken and written languages from a variety of authentic sources (videos from French schools, the internet, Language learning methods, French magazines, comic strips and films)
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussions and asking questions, and continually improving the accuracy of their pronunciation and intonation (see half-termly video evidence for AT1-Listening/AT2-Speaking).
- Can write at varying length (AT4-Writing, from word level(1), sentence level(2), paragraph level(3) to text level(4)), for different purposes and audiences, using the variety of grammatical structures they have learnt and knowing how to redraft to show improvement or excellence.

Subject content

What we have included in our provisions for Y3,Y4,Y5,Y6 enables students to make substantial progress in French and it also provides an appropriate balance of spoken and written language; balance which takes into account the cultural dimension (French speaking countries and their history/customs/geographical features) of language learning and the rules which apply to all language learning (Language Learning Skills). Finally, whenever possible, links are made to other subjects ranging from Geography, World History and, of course, Literacy, Grammar and Numeracy.

By the end of Year 6, students will have laid solid foundation for further foreign language learning at Key Stage 3 as they will know not only how to use their knowledge of phonology, grammatical structures and vocabulary but also use their interdependent language learning skills. Pupils will 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 from one another
- 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 including feminine and masculine forms, the conjugation of high frequency verbs, key features and patterns of the language and how to apply these to their own speaking and writing.
- To see and reflect on the difference and the similarities of French and English

To enable the implementation of this vision we aim to:

- Ensure the consistent teaching of French throughout the school.
- Plan well-structured and clearly differentiated lessons based around engaging and suitably challenging activities which will cover a suitable balance of the 4 attainment targets (AT1-Listening, AT2-Speaking, AT3-Reading, AT4-Writing)
- Promote and foster a love of learning.

Role of the Subject Leader

To ensure that all members of the school community understand the vision of French at Holy Trinity and to lead, challenge and support all in achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and made easily accessible
- Maintaining clarity of expectations in relation to planning, formative assessment and teaching and learning
- Monitoring, evaluating and developing standards in teaching and learning
- Informing, supporting and providing development opportunities for all
- Responsibility for reporting to the governors, Headteacher and staff about the quality of teaching and the impact on standards

Teaching and Learning

French Lessons

- The teaching of French is based around a natural progression as detailed in 24 Rigolo units. Learning objectives are taken from the National Curriculum.
- Spelling, grammar and punctuation is taught explicitly throughout the years where and when most relevant.
- Teacher and assistants use a variety of teaching styles with particular emphasis on modelling and student interdependent coaching.
- Within class teaching strategies used include: guided writing; paired writing; paired reading; independent writing; word level and grammar activities; class/paired role plays; and all activities which promote learners' coaching skills (writing, reading, speaking)
- Teachers ensure that writing, speaking, reading has a purpose /meaningful context.

Phonics within lessons

- Each unit include specific phonics. As the class progresses students make links to other words which include the currently taught phonemes. (see pronunciation guide)

Paired Reading Sessions

- Just like students do at home with their parents (on an evening) students will pair read texts to share skills so that ALL can access text level.
- Children are grouped in such ways that they progress from guided reading to interdependent reading to independent reading.
- Lower ability students will still access text level thanks to colour coding of text (see reading examples)

Planning

French Vision, Guidelines and Policy

All sessions are planned ensuring a balance in the 4 skills of Listening, Speaking, Reading and Writing. Collaborative learning and teaching strategies are at the foundation of planning so that each grows in confidence thanks to the coaching from and of peers. Objectives set out in the New National Curriculum inform the learning steps and formative assessment in the 4 skills informs on progress made and on the next planning amendments especially in terms of groupings and pairings in the 4 skills. Several language learning methods are used (Rigolo, Talk-Now, World Talk, Internet based videos and songs) so that students develop an ear for authentic material and native speakers from different nationalities.

Assessment

Summative assessment is currently taking place in 3 skills :

- Reading where students are given an attainment outcome at the end of term after a reading examination that they sit independently in Y4/Y5/Y6
- Writing where students show progress from sentence level to paragraph level. They are always given the opportunity to redraft after reading the comment marking from their French teacher. Codes are the same as in English/Literacy as shown in the school policy.
- Speaking is recorded on videos and discussed and levelled by the class with guidance given to reach the next level.

Tracking Progress

The teacher's assessments are recorded by the class teacher at three points throughout the year (December, April and July) and individual points progression is tracked by the subject leader to ensure that good progress is being made. The overall summative teacher assessment judgement given in July forms the baseline for target setting by the subject leader.

Progression

Within each lesson (speaking) and after each lesson (writing) progression is checked for every individual and planning is altered, speeded up or re-manipulated for specific groups of learners or individuals. Starting points and end points are recorded for the various abilities within each unit.

Handwriting

Children in Nursery (when children are ready) to Year 6 follow the same letter formation style. In Foundation Stage and Year One letters must all have lead in strokes and be formed in a neat, legible and fluent style which is ready to join. When children are confident with their letter formation in either Year 2 or Year 3 children are taught and expected to join their writing.

Cross Curricular Links

Reading and Writing has obvious links to many subjects in school and the teacher aims to make the most of those links where possible with other subjects such as English, R.E, science, history or geography.

Review

This policy was last updated in June 2019 a French Specialist.