




FRENCH POLICY

Following Jesus, The Good Shepherd, in all we say and do



“The world citizen is a small leaf on the giant tree of life.”

Aims and Implementation

Primary French should:

- Inspire a curiosity in children about the world and the people who live in it.
- Equip pupils with French speaking, listening, reading and writing skills.
- Create a deeper understanding of other cultures, enabling comparisons to be made.
- Create a deeper understanding of the French language, enabling comparisons to be made with English.
- Deepen their understanding of French grammar, vocabulary and pronunciation.

The objectives of the French curriculum at The Good Shepherd are to:

- 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.

Implementation:

The aim of this programme is to explore French across Key Stage 2, using the Language Angels scheme.

We aim to ensure high standards of teaching and learning in Modern Foreign Languages (MFL). Therefore we implement a curriculum that is progressive throughout Key Stage Two. MFL is taught in discrete lessons covering at least one unit per half term, for thirty minutes per week.

The MFL curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught. Teachers plan lessons for their class using our Scheme of Work. When teaching MFL, teachers follow the children’s interests and real-life experiences to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers assess children’s prior knowledge and understanding to ensure the work planned is pitched at the correct level. A variety of teaching approaches are used based on the teacher’s judgement.

In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. Throughout Key Stage Two, children begin to develop their understanding of grammar in French.

Teaching and Learning

At The Good Shepherd Catholic Primary School, we strive to nurture and develop every child's interest and enjoyment of French. The teaching of French is structured and carefully planned at every stage.

Years 3 - 6

Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

The **compliance grid** (seen in this folder) shows how the National Curriculum objectives are met in the Units.

Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns and articles** and **1st person singular of high frequency verbs** in **Early Learning** units.

- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Assessment and Record Keeping

- Assessment in French is ongoing and the children's progress will be updated by the class teacher each term.
- End of unit assessments are available to be used to support teacher judgements when assessing French against the key objectives for each unit.
- Progress is monitored by the French curriculum leader throughout the year.

Resources

- All lessons PowerPoints and files required for learning activities and assessment are found at the Language Angels website, which is found at <https://www.languageangels.com/schools/> - username: thegoodshepherdnn2, password: thegoodshepherdnn2

Appendix 1- Our Learning Pedagogy

Our teaching follows the framework below:

Our core values and principles for every lesson.	What does this look like in a lesson?
"Meet, Greet, ready to learn " (Do it now tasks.)	This is a task presented to children as they enter the classroom. A "Do it now" task is about embedding retrieval tasks into every lesson to help children with their long term memory. This is to hook the children into the learning ; this is to set the standards for behaviour for learning.

<p>We have very high expectations of every child in our school.</p>	<p>High expectations is planning challenging activities for all children. This is noticing when any child isn't on task or engaging fully. This is ensuring all children answer most questions.</p> <p>We are mindful of not directing the questions to particular children.</p>
<p>Assessment is used to progress learning.</p>	<p>Assessment is using a range of feedback strategies which children act upon. Assessment is for children to make or exceed expected progress. This is making sure RAP (reflect and progress) is built into our lessons. Assessment uses the marking cycles to pick up on children's misconceptions and to plan the next sequence of lessons.</p> <p>Assessment is not creating tests which have no retrieval practise or point in the sequence of lessons. Assessment is not marking for the sake of marking, with no feedback to be acted upon by the children .</p>

<p>Questioning is used to develop thinking.</p>	<p>Questioning is planning questions with a positive "no opt out culture". Questioning is where questions are planned to deepen understanding with a "cold calling" technique used. This is when question cards are used from around all whiteboards/ smart boards, to extend children's questioning. Questioning is using questions to open up the curriculum and to motivate all children.</p> <p>We understand that it is important not to ask the same children the same type of question. Or simply, directing the challenging questions to the high ability students.</p> <p>Questioning is re-shaping the same challenging question so all children can answer it.</p>
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<p>Lessons are planned from a curriculum which is more than a series of lessons. It is a rich tapestry woven together.</p>	<p>This is where there are a number of retrieval tasks planned within the lessons; for example, every Monday review last week's work, every fourth, Monday review the previous month's work. This is where children will be able to make connections in familiar and unfamiliar contexts.</p> <p>We understand that this is not having stand-alone lessons but making sure there is a sequence, so that characters, themes, ideologies, skills are introduced over time and brought back over and over again.</p>
<p>Modelling is a key part of every sequence of lessons.</p>	<p>Modelling is where, in maths, you solve a problem step by step on the board whilst thinking aloud; in science, where you provide a mixture of problems and solutions or worked examples; in English, Geography, History, where you model an opening paragraph which is the same model across the Trust.</p> <p>Then children can confidently attempt writing. This is where you read aloud to the class, making sure they have all heard the language in the correct context. This is seen in creative lessons where you will draw, make, and dance so the children learn from the expert in the room.</p> <p>We understand that modelling is not just distributing lots of information which then overloads the brain. Modelling is the co facilitation where children learn to access the skills in order to acquire new knowledge.</p>

<p>The development of language is central to all our planning.</p>	<p>Language is enabling students to think, pose questions and engage in challenging rhetoric.</p> <p>We understand that language is helping and supporting children to phrase their responses appropriately.</p>
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<p>Differentiation always has an impact on learning.</p>	<p>Differentiation is giving every child the chance to struggle with demanding material. Differentiation is when the teacher models exercises and is able to pick up on misconceptions through live feedback in the classroom. This is not achieved through pre-planned worksheets. As David Didau states, “differentiation is where teachers are flexible and skilled enough to be able to veer off piste to collect up confused students as and when required.”</p> <p>We are proactive in addressing some aspects of traditional practice that is no longer relevant in current thinking and therefore understand that Differentiation is not achieved through pre planned worksheets according to children’s ability as this puts a cap on their ability. We understand that Differentiation is not a series of closed exercises; this does not allow them to make sense of the content on their own terms. We understand that Differentiation should not restrict addressing misconceptions or work which has less cognitive challenge in them.</p>
<p>A positive contribution to life at School is made every day, which embeds our Schools’ core values.</p>	<p>This is when a range of personal qualities and skills are demonstrated within the lessons and during other aspects of the School day. This is how you encourage the children, foster their acute emotional intelligence and you help children to have effective communication skills. This is enhancing their creativity and helping them become reflective learners.</p> <p>We understand that this is not about confining teachers to the classroom, it is about recognising the need to contribute to the wider life of the school so that positive relationships are built.</p>

