



# Brookhurst Primary School

## French Policy

10 January 2017

**Author : Mr M Hughes**

**Approved : Ms A Stanton**

## **The purpose of this document:**

This policy reflects the school values and philosophy in relation to the teaching of French. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Long Term Plan (see appendix 1), which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the school office.

## **The introduction of Foreign Languages on the 2014 curriculum:**

Since the introduction of the new primary curriculum in 2014, foreign languages (FL) has been part of the key stage 2 curriculum, with all children from years 3 upwards, required to receive opportunities to learn a foreign language (see appendix 2).

As a school, Brookhurst has chosen French as the foreign language of choice and all children in key stage 2 receive a minimum of 45 minutes of French per week.

## **Our aims in teaching French**

- to develop intercultural understanding,
- to instill a love of language learning, understanding that it is fun and rewarding,
- to foster good language skills, including reading, writing and orally,
- to gain an understanding of how languages work
- to develop in all children the confidence to listen and speak on a variety of topics whilst being inquisitive and asking questions,
- to help children learn that languages can consolidate learning in literacy, computing, numeracy and other areas of the curriculum.

## **Class Organisation and Planning**

At Brookhurst we use a variety of teaching and learning styles in our French lessons, focusing as much as possible on a kinaesthetic, active approach. Music and songs help to pupils develop new vocabulary whilst role-play and discussion form an integral part of embedding learning. Within classes, pupils are taught individually, in groups or as a class as appropriate to the learning task and the needs of the pupils. The setting of the classroom, school hall, HUB or other school area will vary according to the activity that is being carried out.

Planning is used to:

- Set clear goals
- Ensure work is matched to pupils' abilities, experience and interests
- Ensure progression, continuity and subject coverage throughout the school
- Provide criteria for assessment and evaluation of teaching and learning

Curriculum planning is long and short term.

Planning is the responsibility of individual teachers with co-operation between teachers in year groups. The Foreign Languages Subject Leader can offer advice, expertise and assist teachers in this area. Teachers in all key stage 2 classes spend lesson time to remind and refresh pupil's knowledge of their prior topics in order to ensure past learning is not lost and old vocabulary is regularly added to.

It is sometimes the fact that there are children of widely different languages abilities in some classes and teachers recognize this aiming to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can be accessed at many levels.
- Setting tasks which are suitable and appropriate for all the pupils' starting levels ensuring that the more able pupils can be challenged and those with limited foreign language knowledge can achieve with confidence.
- Providing resources of different complexities according to the ability of the child
- Providing opportunities for extra-curricular activities to show how foreign languages can relate to everyday life and where possible use the experience of related adults, for progression and development of pupil's language learning.

The Foreign Languages Subject leader will also provide support where necessary, and will monitor teachers' written curriculum plans. These should be completed half-termly and weekly in Key Stage 2.

## **Time allocation**

Each class in Years 3 - 6 will have one lesson per week of approximately 40-45 minutes.

It is understood however, that where a new topic is being taught, teachers may decide to extend foreign languages lessons over the anticipated 45 minutes. This is because when topics are revisited, either from a previous year's learning or from earlier in the same year, teachers may decide to reduce foreign languages lessons in time.

When it comes to language learning it has been proven that little and often is more important than chunking.

## **The role of the Foreign Languages Subject Leader**

The Foreign Languages Subject Leader is responsible for the development and monitoring of the French curriculum. He/she is available to support with planning, resourcing and evaluating where necessary with other teachers. He/she is responsible for updating the School's Policy and Scheme of Work, and Subject Development Plan for the School Development Plan.

He/she assists staff by leading staff meetings; planning and leading in-service training activities; providing

consultancy and advice, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

In monitoring and evaluating he/she analyses pupils' access to the subject; reviews planning; observes classroom practice and monitors levels of achievement in the subject.

## **Equal Opportunities**

All children have the same access to French activities regardless of their gender, race or cultural background.

## **Special Educational Needs**

In accordance with the Special Needs Policy children with special educational needs are included in all lessons.

Wherever possible, provision will be made for pupils with special educational needs, where it affects their ability to take part in French lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the subject teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the SENCO staff member or alternatively the foreign languages subject leader.

It is important to concentrate on pupils' abilities and needs and where support is required for a particular pupil it will be offered in a way which does not single out any individual. It may be decided between the staff members that a small group activity/support is most appropriate but this is at the discretion of the staff.

## **Assessment and Record Keeping**

Assessment is used to: -

Provide diagnostic information about individuals/groups

Plan future teaching and learning opportunities

Provide formative assessment

Provide information for parents

Provide evidence for APP

Pass information on to the next teacher at the end of the year

*See also Assessment and Feedback Policies*

## **Evaluation**

This policy document will be reviewed regularly to assess its value as a working document. Evaluation is carried out to enhance teaching and learning.

Evaluation methods will include: -

Assessing pupils' work and achievements

Reviewing coverage against the foreign languages long term plan

Analysis of plans

Staff discussion

External advice

## **Review date**

It is advised by the foreign languages subject leader that this policy should be reviewed in 2 years time.

## **Appendix 1 – Foreign Languages (French) Long Term Plan.**

Year	Subject Content 2014 NC	Curriculum Links		
		Autumn	Spring	Summer
3	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p><b>Introductions</b></p> <ul style="list-style-type: none"> <li>Introducing myself (bonjour, je m'appelle, ca-va, au revoir etc.)</li> </ul> <p><b>Introducing myself</b></p> <ul style="list-style-type: none"> <li>Introducing myself: (<i>je m'appelle comment t'appelle, quelle âge etc.</i>)</li> </ul> <p><b>Numbers 1-10</b></p> <ul style="list-style-type: none"> <li>Use of numbers for counting and in maths (bingo).</li> </ul> <p><b>The Family</b></p> <ul style="list-style-type: none"> <li>Names of family members :</li> <li>(<i>ma mère, mon père, ma grand-mère mon grand-père</i>)</li> </ul>	<p><b>Numbers 1-10</b></p> <ul style="list-style-type: none"> <li>Consolidate learning of numbers</li> </ul> <p><b>The Family</b></p> <ul style="list-style-type: none"> <li>Consolidate learning of family members</li> </ul> <p><b>Likes and dislikes</b></p> <ul style="list-style-type: none"> <li><i>Sports and other activities (j'aime, jen'aime pas etc.)</i></li> <li><i>Writing in French to express likes and dislikes of sports</i></li> </ul> <p><b>Body Parts</b></p> <ul style="list-style-type: none"> <li>jaques a dit (song): body parts a parts of the face</li> </ul>	<p><b>Days of the Week</b></p> <ul style="list-style-type: none"> <li>Learning words for days of the week</li> <li>Song for days of the week</li> </ul> <p><b>Months of the Year</b></p> <ul style="list-style-type: none"> <li>Use of these to introduce birthdays</li> <li>Happy Birthday song in French</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Consolidation of past topics</li> </ul>

4	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p><b>Numbers 1-20</b></p> <ul style="list-style-type: none"> <li>Consolidating numbers up to 20</li> </ul> <p><b>Me and my family</b></p> <ul style="list-style-type: none"> <li>Introducing myself: (<i>je m'appelle comment t'appelle, quelle age etc.</i>)</li> <li>Names of family members : <i>(ma mère, mon père, mon oncle, ma tante, ma grand-mère etc.)</i></li> </ul> <p><b>Likes and dislikes</b></p> <ul style="list-style-type: none"> <li><i>Sports and other activities (j'aime, jen'aime pas etc.)</i></li> </ul>	<p><b>Me and my family</b></p> <ul style="list-style-type: none"> <li>Consolidate learning of my family</li> <li>Names of family members : <i>(ma mère, mon père, mon oncle, ma tante, ma grand-mère etc.)</i></li> <li>Sentence writing: Use names of the family to support sentence writing</li> </ul> <p><b>Je and Tu</b></p> <ul style="list-style-type: none"> <li><i>Understand when to use je (I) and tu (you)</i></li> <li><i>Start to understand masculine and feminine (gender).</i></li> </ul>	<p><b>Body Parts</b></p> <ul style="list-style-type: none"> <li>Arms, legs, feet, head etc.</li> <li>Face and facial expressions</li> </ul> <p><b>Numbers 1-20: Use in real life setting</b></p> <ul style="list-style-type: none"> <li>Maths: buying in a shop (<i>je voudrais</i>)</li> <li>Introductions (<i>bonjour, ca-va, je m'appelle etc.</i>)</li> </ul> <p><b>Directions</b></p> <ul style="list-style-type: none"> <li>Left, right, forwards (<i>à gauche, a droit, tout droit</i>)</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Consolidation of past topics</li> </ul>
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Teachers are using a range of resources to consolidate learning and make it interactive and accessible for all abilities. These include:

- Use of purple mash is regularly present in both year 3 and 4 lessons;
- Cue cards to support understanding and vocabulary;
- Real life settings: numbers for bingo in maths (year 3) and shopping at the market place (year 4);
- Songs and videos used to support and develop correct pronunciation and intonation and
- Cross-curricular learning is evident in both year 3 and year 4 planning

5	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	<p><b>France and French landmarks</b> (<i>Cultural awareness</i>)</p> <ul style="list-style-type: none"> <li>Design and create a free standing Eiffel Tower</li> <li>Identify the location of France on a map</li> </ul> <p><b>Me and my family</b></p> <ul style="list-style-type: none"> <li>Consolidate learning of my family</li> <li>Names of family members : <i>(ma mère, mon père, mon oncle, ma tante, ma grand-mère etc.)</i></li> <li>Sentence writing: Use names of family members to write sentences</li> </ul> <p><b>Days of the Week</b></p> <ul style="list-style-type: none"> <li>Revisit words for days of the week</li> </ul> <p><b>Months of the Year</b></p> <ul style="list-style-type: none"> <li>Use of these to describe when my birthday is (as part of introduction)</li> <li>French calendar of events</li> </ul>	<p><b>Hobbies and interests</b></p> <ul style="list-style-type: none"> <li>Identify sports (revision) music and other activities</li> <li>Write in sentences to express likes and dislikes</li> <li>Use verb for 'to play' (<i>je joue</i>)</li> <li>Use I, you, he and she forms (<i>je, tu, il and elle</i>)</li> </ul> <p><b>Numbers 1-50</b></p> <ul style="list-style-type: none"> <li>Use numbers in maths ('vingt', number bingo and 'plus ou minus')</li> <li>Words for 30, 40 and 50 and similarities</li> <li>Use 4 operations in maths</li> </ul> <p><b>Poisson d'avril</b></p> <ul style="list-style-type: none"> <li>Use art to understand a French tradition</li> <li>Write in French (sentence level)</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Consolidation of past topics</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Consolidation of past topics</li> </ul> <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>Identify colours in French</li> <li>Use colours to describe an object</li> </ul> <p><b>French school day</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences</li> <li>Understand French words for subjects</li> <li>Create a timetable using French days and subject knowledge</li> </ul> <p><b>In the town</b></p> <ul style="list-style-type: none"> <li>Identify landmarks in a town</li> <li>Use directions in French (<i>à gauche, à droite, tout droit, en face, après, tournez a... etc.</i>)</li> </ul>
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6	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>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</li> </ul>	<p><b>Self-research project</b></p> <ul style="list-style-type: none"> <li>children chose a topic of their choice</li> <li>Used computers to generate a list of 'everyday life' vocabulary</li> <li>Self-research project using multimedia</li> <li>Presented their topic with French vocabulary to the class</li> </ul> <p><b>Revision</b> (Consolidation of past topics)</p> <ul style="list-style-type: none"> <li>introducing me</li> <li>numbers</li> <li>days of the week &amp; months of the year</li> <li>likes and dislikes</li> </ul>	<p><b>Revision</b> (Consolidation of past topics)</p> <ul style="list-style-type: none"> <li>introducing me</li> <li>numbers</li> <li>days of the week &amp; months of the year</li> <li>likes and dislikes</li> </ul> <p><b>In the town</b></p> <ul style="list-style-type: none"> <li>Revise vocabulary for landmarks in a town</li> <li>Use directions in French (à gauche, à droite, tout droit, en face etc.)</li> <li>Use vocabulary for asking/describing where something is (<i>Où est le/la/l'</i>) <i>Où est le parc?</i> <i>Tournez à gauche, continuez tout droit, tournez à droite.</i></li> </ul>	<p><b>Revision</b> (Consolidation of past topics)</p> <ul style="list-style-type: none"> <li>likes and dislikes (<i>j'aime, je n'aime pas</i>)</li> <li>Hobbies (<i>je joue, tu joue, il joue</i>)</li> <li>Me and my family (<i>je m'appelle, j'ai 10 ans, mon anniversaire est... Ma mère, mon père, mes grandparents, mon oncle, ma tante etc.</i>)</li> </ul>
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Teachers are using a range of resources to consolidate learning and make it interactive and accessible for all abilities. These include:

- Use of computers to allow children to explore subjects which are interesting to them;
- Cue cards to develop new vocabulary;
- Dictionaries to develop a growing vocabulary and
- Power points and videos used to support and develop correct pronunciation and intonation

Cross-curricular learning is evident in year 5 (Art, DT, Maths and Computing) and in year 6 (Computing)

Teachers also regularly revisit topics to enable children to consolidate prior learning, this strategy is critical in ensuring learning is not forgotten and that a wide range of vocabulary, and accurate pronunciation and intonation, is maintained and expanded.

This is also key for children's phonics knowledge which will assist them in understanding and attempting different pronunciations...increasing and reinforcing their knowledge of the language. (*Maynard, S. 2012. Teaching Foreign Languages in the Primary School, p12*)



## **Appendix 2 – Foreign Languages, National Curriculum 2014**

**Please note:**FL is not taught at EYFS and KS 1.

### **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 (where relevant): feminine, masculine and neuter 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.

The starred content (\*) is not applicable to ancient languages

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study/national-curriculum-in-england-languages-programmes-of-study#key-stage-2-foreign-language>

<b>Staff Name</b>	<b>Last Open</b>	<b>Signature Date</b>
Mr M Hughes	Not Yet	Not Yet
Ms A Stanton	27-09-2017	23-10-2019
Mrs S Uddin	15-01-2017	08-01-2020
Mrs K Whipp	Not Yet	Not Yet
Mrs L Wythe	23-01-2017	09-02-2021
Emma Hugill	04-02-2019	04-02-2019
James Fullbrook	17-09-2018	24-01-2019
Lauren Brough	10-12-2019	10-12-2019
Lucy Hartwright	01-02-2019	01-02-2019
Georgia Morris	09-02-2021	09-02-2021
Anna Archer	03-07-2020	03-07-2020
Becky Gunthorpe	09-07-2020	09-07-2020
Gill Howell	Not Yet	Not Yet
Alex Oldham	18-09-2020	18-09-2020
Stephanie Beamish	Not Yet	Not Yet
Claire Honey	03-01-2021	03-01-2021
Charlotte Lidgard	18-09-2020	18-09-2020
Verity Maclean	Not Yet	Not Yet
Olivia Whatcott	Not Yet	Not Yet
Amy Sexton	Not Yet	Not Yet
Mrs E Moon	13-04-2021	13-04-2021
Mrs C Clarke	Not Yet	Not Yet
Mrs T Henderson	08-03-2017	31-01-2019
Ms F Hughes	Not Yet	Not Yet
Mrs R Jones	04-02-2017	02-02-2019
Mrs G Lindsay	Not Yet	Not Yet
Mrs T Taylor	17-12-2020	17-12-2020
Mrs K Waterfield	06-11-2017	06-11-2017
Mrs J Weston	Not Yet	Not Yet
Chair of Full Governing Body	Not Yet	Not Yet
Gina Reynolds	12-12-2017	12-12-2017
Chrissy Wales	Not Yet	Not Yet
Richard Cargill	Not Yet	Not Yet
Stella Newman	Not Yet	Not Yet
Sioban Mulherin	04-01-2021	04-01-2021
Cathryn Clarke	Not Yet	Not Yet
Sofia Gryparis	Not Yet	Not Yet
Teresa Henderson	Not Yet	Not Yet
Christine Wales	Not Yet	Not Yet
Siobhan Mulherin	Not Yet	Not Yet
Elisabeth Ingham	Not Yet	Not Yet

Jonathan Turton	Not Yet	Not Yet
Robert Nash	Not Yet	Not Yet
Julie Byrne	Not Yet	Not Yet
Billy Jarvis	Not Yet	Not Yet
Rachel Chowanietz	Not Yet	Not Yet