**William Cassidi Primary School**

**French Vision, Guidelines and Policy Statement**

The purpose of studying French, as a foreign language at William Cassidi 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’ knowledge and understanding 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. This year, activities also take part in Y1 and Y2 for 30mn per week to study how students respond to foreign language learning.

**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), 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, Phonics, Literacy, Grammar and Numeracy.

By the end of Year 6, after 4 years of studying French, 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. Over those four years, 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, phrases and questions
* 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 and sentences 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
* 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 a well-structured, balanced curriculum supported by engaging and suitably challenging activities which will cover the 4 attainment targets (AT1-Listening, AT2-Speaking, AT3-Reading, AT4-Writing) in equal measure.
* Promote and foster a love of learning.

**Role of the Subject Leader:**

To ensure that all members of the school community understand the vision for French 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, teaching and learning
* Monitoring, evaluating and developing standards in teaching and learning
* Informing, supporting and providing development opportunities for all
* Reporting to the governors, the Headteacher and the 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 and the 24 QCA units.
* 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.
* Inside the 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 shown in the phonics progression map. As the class progresses students make links to other words which include the currently taught phonemes.

***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.

**Planning:**

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 individual grows in confidence thanks to the coaching from and of peers. Objectives set out in the New National Curriculum and in the QCA units 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. Recent research findings on memory, how human brains work and retention of knowledge have been included to impact and further develop these areas in learners.

**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 December 2019 and will be reviewed in April 2020 with our transition school partner (secondary feeder links).

Policy written by: Mr. N. Tinjod

Policy approved by the Governing Body: 29th January 2020

Date for Review: January 2022