



## Southbourne Junior School French Policy

### Vision

*Learning an additional language can open up opportunities for children in future employment and travel. In the multinational world we live and work in, it is a fantastic opportunity to broaden children's horizons. In teaching French we aim to encourage curiosity about languages and the wider world.*

*Teaching French provides opportunities to help children to understand the wider world we live in and see how people from different countries live and communicate. We aim to strengthen their sense of identity through learning about culture in Francophone countries and comparing it with British culture.*

### In teaching French at Southbourne Juniors we aim to enable children to:

- Enjoy learning an additional language and see the value in learning languages
- 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
- 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 the language studied and explore the differences between French and English
- Become increasingly independent in the language learning, understanding the role of additional sources (dictionaries, books, internet, apps) to enable language learning

### Planning, Progression and Continuity

As a school and in line with the National Curriculum we use a 4-year scheme of work which progresses through the Key Stage building on prior learning each year. The French material is taught using a 4-stage method - listening, speaking, reading, writing. Children will first hear the language modelled by the teacher in the lesson (also with support from videos of native French speakers shown on the whiteboards). After they have heard the language modelled they will have the opportunity to speak mimicking the teacher using games and songs to enable

extended repetition of each word/phrase. The children will then see the words/phrases written and the teacher will help them to read in French - discussing pronunciation of phonetics and looking at cognates. Finally, the children, when confident in hearing, speaking and reading, will have the opportunity to write in French. In Year 3 they begin with words and simple phrases progressing through the school until in Year 6 they will be able to write short paragraphs in French for a specific purpose. The children record their work in their French book which is passed through the school with the child and becomes a portfolio of their learning.

### **Teaching and Inclusion**

French is taught in a whole class setting by a member of the Southbourne teaching staff and the children have one French lesson each week (at least thirty minutes per week). The lessons are designed to motivate, engage and inspire children and are highly practical in focus. They have clear, achievable objectives and incorporate different learning styles.

SEN children have access to the curriculum through adaptive teaching with tools to support their learning such as videos and songs, knowledge organisers with key language, variation of task, fewer items of new vocabulary in the lesson, grouping with more confident children or support from an adult.

### **Assessment**

Informal assessment of progress will be made by the language provider during lessons through questioning, oral feedback and other assessment for learning strategies. Formal assessment will also take place and be recorded each term using whole school subject tracking documents. Children's progress is reported to parents at parents evenings and in the child's end of year report where they are assessed as either working towards the expected standard (WTS), having met the expected standard (EXS) or working at greater depth within the expected standard (GDS).

### **Role of subject leader**

The role of the subject leader is to plan, resource and monitor assessment, progression and continuity in the teaching and learning of French. The MFL leader will support colleagues in the teaching of French providing relevant planning, resources and forms of assessment. The MFL leader will also provide the Headteacher with an action plan for developing the subject each year and review it at the end of the year.

### **Resources**

We use a wide variety of resources – many of which are already used in school in other parts of the curriculum, e.g. multi link and dice. We use songs and stories from different publications. The Interactive Whiteboard, videos, flashcards, puppets, knowledge organisers and real artefacts are used for many aspects of teaching MFL with the children.

**Reviewed & Updated** Jan 2023

**Next Review** Jan 2026