



French Policy

2021/22

Believe, Achieve, Celebrate

French Policy

We begin to teach French in Key stage 2 although Foundation stage and Key stage 1 explore the patterns and sounds of language through French songs.

1. Aims and objectives

At Thurnby Mead, we are aware that our children are growing up in a diverse, multicultural society and in order to help them fit in and function in such a world, it is essential that they are given the opportunity to acquire and engage in language skills beyond that of their own main spoken tongue.

- To enable all children to have access to a varied range of French learning materials such as story books.
- To provide an engaging French programme that will foster enthusiasm amongst the children.
- To encourage an enjoyment and appreciation other languages
- To encourage our children to know and understand other French speaking countries and their cultures.

Teaching and Learning style

We use a variety of teaching and learning styles in our French lessons.

2.1 **Listening**

- To listen attentively to spoken language and show understanding by joining in and responding.
- To explore the patterns and sounds of language through songs, rhyme, role play and link spelling, sound and meaning of words.

2.2 **Speaking**

- To engage in conversations, ask and answer question, express opinions and respond to those of others.
- Seek clarification and help.
- To speak in sentences, using familiar vocabulary, phrases and basic language structure.
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To present ideas and information orally.

2.3 Reading

- To carefully decode and show understanding of words, phrase and simple writing.
- Appreciate stories, songs, poems and rhymes in French.
- Broaden their vocabulary and develop an ability to understand new words that are introduced into familiar written material including through using dictionaries.

2.4 Writing

- To be able to write phrases from memory and adapt these to create new sentences.
- To describe people places and things.
- Understanding basic grammar such as feminine, masculine and neuter forms, key features and patterns of language and how to apply these, and how these differ from or are similar to English.

3. French curriculum planning

3.1 Our teaching and learning is based on the 'Sophie et Luc' schemes of work. It includes a vast array of materials and resources including reading books interactive resources and photocopiable materials. The children are able to engage and listen to native language speakers, This meets the requirements of the National Curriculum set for language learning and teaching for Key stage 2.

3.2 Our planning is built on prior learning, this enables children of all abilities to have the opportunity to develop their language skills in listening, speaking, reading and writing.

4. French and ICT

4.1 Information and communication technology enhances the teaching and learning of French. Children use ICT to enhance their skills by listening to native speakers using the duolingo app that the children are able to access.

Spiritual, moral, social and cultural development

The teaching of French offers opportunities to support the social development of our children through the way we expect them to work with each other. Role play allows children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their engagement helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities. The children learn to respect people from diverse backgrounds, thus developing a better understanding. They also develop an understanding of different cultures.

Monitoring and review

The subject leader is responsible for the French curriculum, including supporting colleagues in their teaching by informing them about current changes or developments.

Signed: Sally Steele-Mulla

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