



French

Intent

In teaching French we aim to instill a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

- To foster enjoyment and enrich the children's experience.
- To develop the children's language learning skills and foster a positive attitude to language learning.
- To enable pupils to understand and respond to spoken and written language from a variety of sources.
- To enable pupils to 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.
- To support pupils in beginning to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To help pupils discover and develop an appreciation of a range of writing in the language studied.
- To increase the children's cultural awareness.
- To lay the foundations for further study in KS3 and beyond.
- To satisfy local and government requirements and follow the National Curriculum.

Implementation

The national curriculum for languages aims to ensure that all pupils:

- 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.

French will be taught in a whole-class setting, by the class teacher or PPA cover teacher. Key Stage 2 year groups are taught lessons applicable to their age/ability, following the government's statutory requirements.

We base our teaching on the Grammarsaurus scheme of work which has the following strands running throughout:

- Speaking and pronunciation
- Listening
- Reading and writing

- Grammar
- Intercultural understanding

Teaching is in line with the recommendations of the National Curriculum. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

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- Discover and develop an appreciation of a range of writing in the language studied.

Lessons provide a model for the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening and are often multi-sensory and kinaesthetic in approach. They have clear, achievable objectives and incorporate different learning styles. All children have access to the curriculum through variation of task, grouping or support from an adult. Children's confidence will be built through praise for any contribution they make, however tentative.

Whole class teaching is used, although pupils also work individually, pairs or in groups (to cater for different learning styles). Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and writing tasks are included with increasing frequency as the children advance through the key stage. Each class has a timetabled lesson of 30 to 45 minutes per week.

Wherever possible, the children may answer the register in French, sing a song, listen to a French story or revisit vocabulary and phrases that have been taught in the lesson in order to consolidate knowledge and ensure new language is retained.

Impact

The impact of Grammarsaurus Primary's scheme can be monitored continuously through both formative and summative assessment.

Pupil's progress is recorded using the Languages Ladders. Units of work include assessment criteria for end of year summative judgements to enable staff to record pupils working towards, at, or beyond the expected standard relevant to their age. A judgement is communicated to parents at the end of the school year in a child's personal, report.

After the implementation of the Grammarsaurus Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

Teaching and Learning

Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on.
Pre Assessment/Prior learning → Instruction → Formative Assessment → Correction or Enrichment → Summative

We use adaptive learning to ensure the vast majority of children are enabled to access the National Curriculum. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

We try to anticipate barriers:

different levels of prior knowledge - vocabulary - a particular production skill such as writing - a particular SEND - decoding written text - limited working memory - cultural experience - EAL - a common misconception - a lack of metacognitive knowledge or strategy -, inherent complexity of resources/information.

We address these by a variety of strategies some examples are :

read a text in advance - supply background knowledge - use pictures/video to contextualise upcoming information - teach vocabulary - introduce a concept via discussion - teach necessary learning behaviour - improve accessibility (e.g. clarity of resources , font size, proximity to speaker, visibility of whiteboard, reader pens) - plan to scaffold - prepare a model to share with, for example, a visualiser - plan targeted support from a TA before , during or after an input from the teacher .

Resources/Schemes

We use Grammasuarus as a planning tool for long term and medium term planning.

Grammasuarus structure has adaptive teaching opportunities embedded within the scheme and offers a mastery approach to learning. It determines learning objectives, assessment methods and likely barriers.