

Curriculum Policy-

French



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Date issued	7.11.2023
Prepared by	Abbie Taylor
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Belong. Believe. Become.

Mandale Mill Primary School

Curriculum Policy- French

Intent-

Our French scheme of work aims to instil a love of language learning and awareness to other cultures. We aim for pupils to develop the confidence to communicate in another language for practical purposes, including writing and spoken language. We aim to give a foundation for language learning that encourages and enables pupils to apply their skills to learning further languages, developing a stronger understanding of the English language, and facilitating future study.

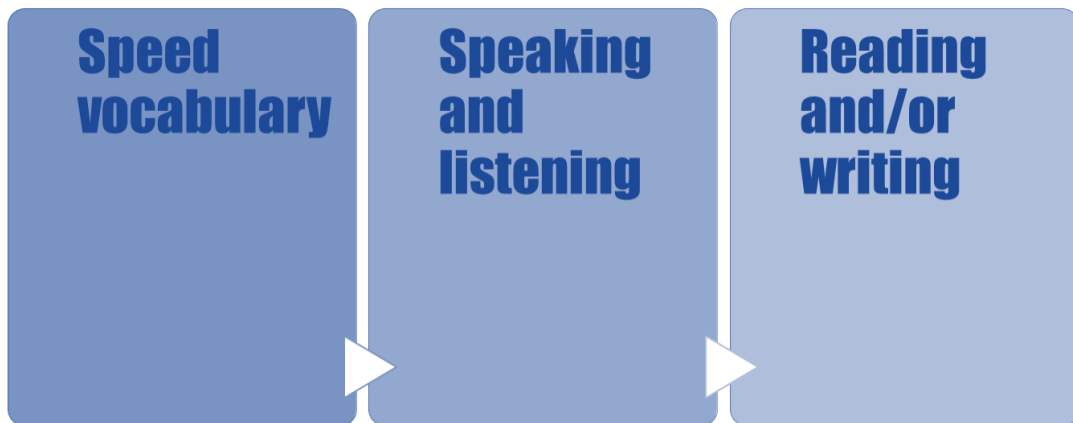
Implementation-

How we teach French at Mandale Mill Primary School-

We put an importance of learning the vital skills: writing, reading, listening, and spoken language. Within this we focus on pronunciation, vocabulary, and grammar. Our long-term plan identifies the progression throughout basic skills, and we ensure that those skills are revisited, built upon, and are consistently implemented into every lesson by utilising a rolling curriculum.

We do this by following a set structure; every French lesson includes:

- 10-minute flashcard session focusing on vocabulary from previous and current topics (based on the Read, Write, Inc. speed sounds session).
- A range of speaking and listening tasks using 'Salut!' as a teaching resource.
- Reading and/or writing opportunities using full sentences and paragraphs which are progressive depending on the year group, point within the topic and time of year.



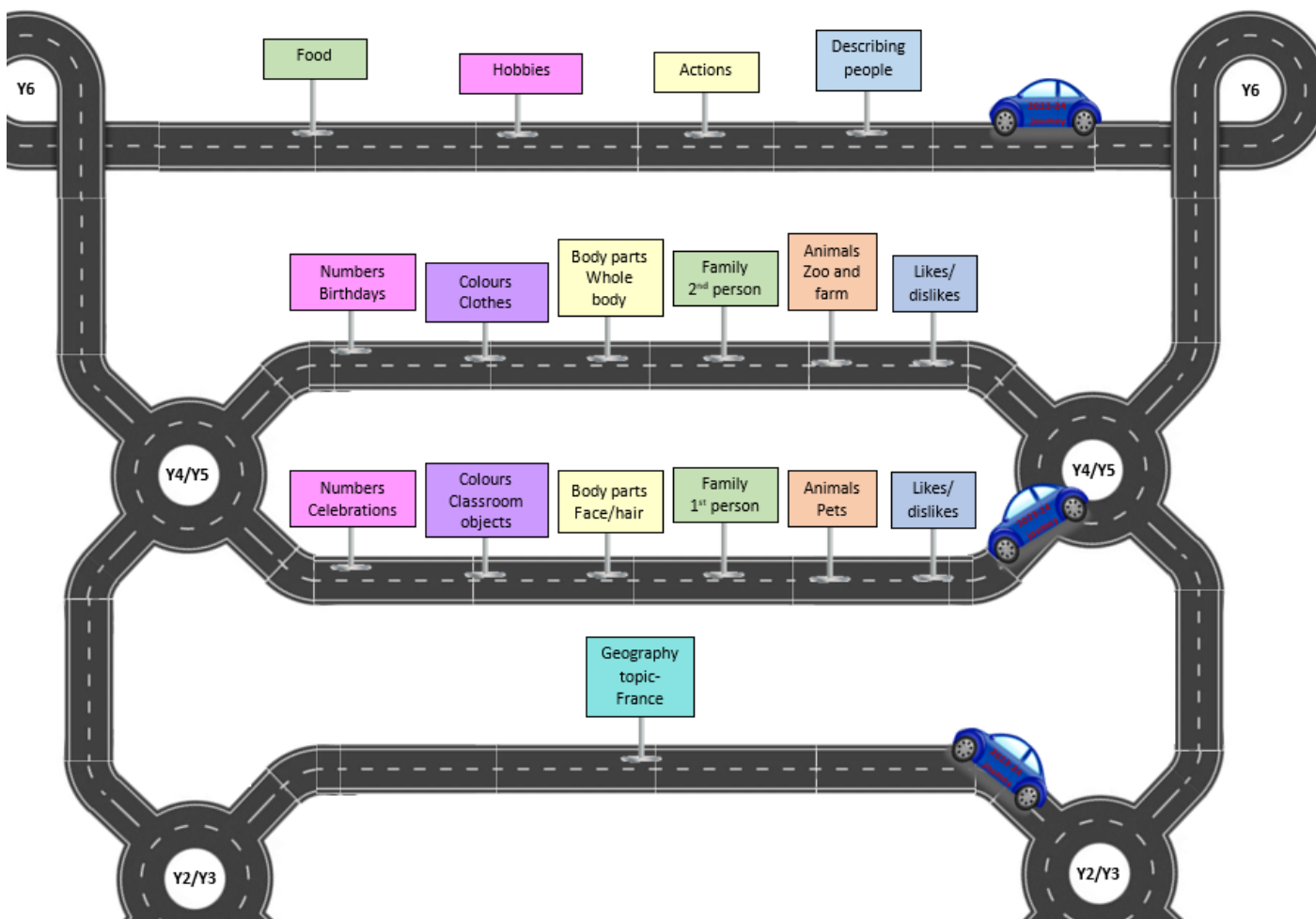
We teach explicit French lessons in Years 4, 5 and 6. The expectation is a lesson that lasts 30 minutes every week or an hour lesson every fortnight.

The children in Year 2/3 will engage with a topic around the focus of 'France', which will embed basic geographical and cultural knowledge to ensure a smooth transition when learning the language.

The half termly topics are as follows:

French

Road Map Through Mandale Mill Primary School

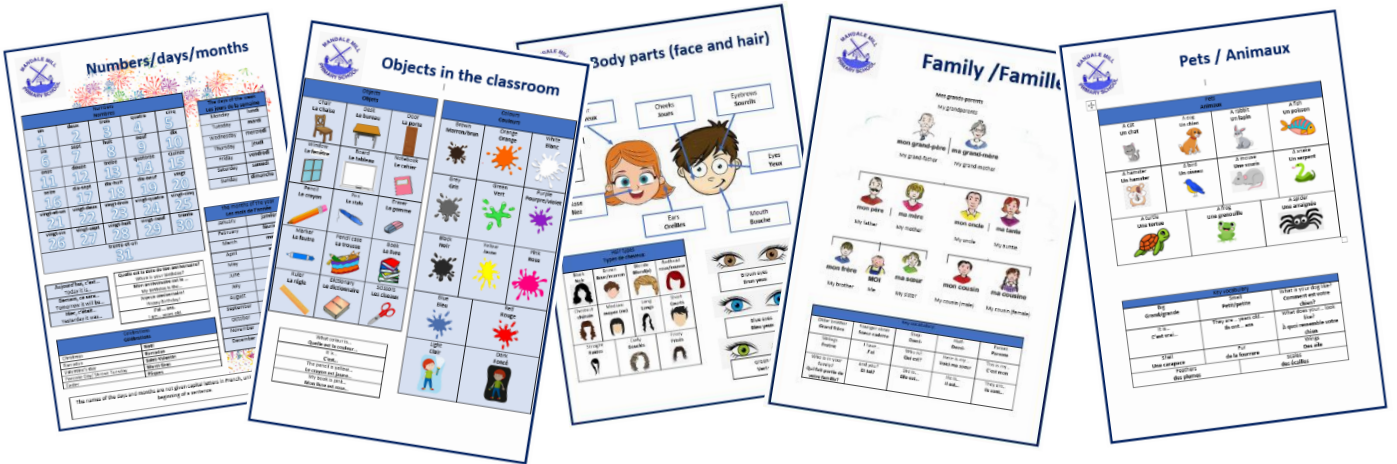


Lessons incorporate a range of teaching strategies from independent tasks, paired and group work (including role-play), language games and translation activities. Differentiation, scaffolding and resources should be used within these lessons to ensure that they can be accessed and enjoyed by all.

Strong subject knowledge is vital for staff to be able to deliver a highly effective lesson. To support this, we use 'Salut!', an app in which grammar and pronunciation is shown for the teacher delivering the lesson to learn before teaching and utilise during lesson. We do not follow the scheme of work supplied by 'Salut!', it is to support teachers.

Work is completed in an exercise book which should showcase learning. This allows children to be able to practice the skills of reading and writing in French.

Knowledge organisers are introduced and stuck in exercise books at the start of every topic. These show basic vocabulary and are a useful tool to support learning and understanding, promoting independence for the children.



Impact-

How we assess French at Mandale Mill Primary School-

We monitor and assess French lessons formatively and summative. Each lesson the teaching staff should be assessing pupils’ knowledge of the flashcards and basic grammatical terms. Their books should provide evidence of their understanding and be used as a resource to support future learning.

Assessment/quiz sheets should be used at the end of each topic to summatively assess pupil’s knowledge. These test the children’s ability to translate written French to English and vice versa. The assessments are a useful tool for staff to be able to assess gaps within the child’s learning and know next steps when revisiting either during the 10-minute vocabulary session or the following year.



Monitoring of pupil knowledge in French also takes place through book looks, learning walks, pupil voice and staff voice.

The expected impact of our French lessons is that children will:

- Be able to engage in purposeful dialogue in practical situations.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

Responsibility of French Leader:

- Formulating, reviewing and updating policy document guidelines.
- Ensuring the Long-term plan of work is implemented.
- Ensuring that the curriculum is relevant to the ability and needs of all pupils and reflects cross curricular opportunities, special educational needs and equal opportunities.
- Producing an action plan.
- Monitoring standards of teaching and learning in accordance with the monitoring schedule.
- Informing the Head teacher and curriculum lead of standards and developments within the subject.
- Keeping up to date with the latest developments and inform staff.
- Acting as a consultant to other members of staff.
- Liaising with outside agencies.
- Organising and maintaining resources.
- Monitoring progress and checking pupil understanding of key skills and knowledge
- Tracking assessment within the subject area
- Liaising with Governors and other stakeholders.
- Provide CPD to staff where necessary
- Work alongside curriculum leader

This policy will be monitored by the French Leader. They will also ensure that the policy is working in practice and review it every two years.

This policy should be read in conjunction with the Teaching and Learning policy.



Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 28: Every child has the right to a good education.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.