



Clutton Church of England Primary School



French Statement

Intent

At Clutton Church of England Primary School, we aim to broaden our children's horizons and introduce them to the wider world. Learning a foreign language provides the perfect vehicle to do this. We believe that studying a modern foreign language is more than just learning how to communicate in a different language it is about developing an international outlook and gaining an enhanced understanding of the world and other cultures. In a world of international trade, travel and opportunity this has never been more crucial.

"To learn a language is to have one more window from which to look at the world."
— Chinese Proverb

Through carefully planned lessons, we seek to enthuse, excite and enhance our children's interest, knowledge and skills in using a different language and provide a spark to ignite their curiosity of other cultures. At the same time, we also aim to lay down the foundations on which further languages can be learnt at Key Stage 3. Learning a language equips pupils to express themselves in new ways and communicate to a greater audience. This develops their immediate sense of belonging to the wider world and starts to prepare them for possible opportunities to study and work in other countries in the future.

Implementation

Currently, at Clutton Church of England Primary School, the children's learning journey in languages begins in Year 3, on their arrival to Key Stage 2 and focuses on French. The children are taught French in discrete blocks of lessons which focus on the four skills of speaking, listening, reading and writing through a different topic. Topics are taught on a rolling two-yearly programme but pupils revisit key skills and knowledge throughout the key stage to ensure it is embedded. In line with the National Curriculum Languages Programme of study 2014, the focus of our language learning is on practical communication. Initially, emphasis is placed on developing speaking and listening skills through the use of games, role play and interactive activities supported by concrete and pictorial resources. Knowledge organisers play a key part of our language learning to provide the children with reference points for grammar, phonics and newly introduced vocabulary. Vocabulary is modelled by a native French speaker using the Salut programme to ensure accurate pronunciation. As the children progress, reading and writing becomes increasingly important and the children are nurtured to acquire and embed the necessary skills, to communicate effectively.

In addition to their French lessons, children are encouraged to use their language skills in other contexts. For example, teachers might take the register in French or greet the children around school in a different language.

To promote a love for languages and to enrich the children's learning, the children are given opportunities to use their French in special events eg. performing La Nativité at Christmas, ordering and serving drinks and snacks in Le café or delivering a weather forecast.

Impact

The engaging use of resources and enthusiastic teaching at Clutton Church of England Primary School results in pupils being actively involved in their French lessons. Our approach encourages children to take risks in their use of language and to show resilience when incorporating new concepts into their existing knowledge and skills base. In learning a foreign language, the children develop communication and literacy skills that extend their knowledge of how language works. Children gain an insight into French culture and extend their knowledge of the world. In learning a second language, the children are introduced to the possibilities this allows them in the future for travel, study or employment opportunities.

French in Key Stage 2

The children receive three half term units of French each year. In Lower Key Stage 2 topics cover:

- greetings and introductions
- talking about myself and my family
- parts of my face and body
- numbers to 20
- days of the week
- colours

Initial topics about basic communication focus on speaking and listening but as this language becomes more embedded the children are then introduced to the sentence structures necessary to record this in written form. Comic strips and scripts are frequently used genres for early written communication in French. Simple rhymes and songs are also regularly used to engage and consolidate vocabulary.

In Upper Key Stage 2 topics cover a wider range of experience:

- describing the weather
- talking about pets
- school – how I travel there, school subjects – likes and dislikes
- features of a town
- asking and giving directions
- ordering drinks and snacks in a café
- clothes
- France in Europe

As more language is acquired, greater emphasis is placed on written communication and sentence structures become more complex, including conjunctions, preferences and opinions, adjectives and plurals. Questions feature more in conversations and texts given to the children to read are extended and presented in a range of genres.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided and demonstrated by children who require further challenge. All pupils are entitled to access the French curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's Inclusion Policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional

adults who are deployed effectively to ensure that identified children are able to make progress, according to their full potential.

Assessment

Assessment for learning is a continuous process throughout the planning, teaching and learning cycle of Clutton Church of England Primary School. In association with the teacher's formative assessments gained by questioning, observing and the monitoring of books this also helps to inform planning to either consolidate current learning or move it forward. In KS2, feedback to pupils is provided both verbally and through interactive marking to engage children with their learning and to provide opportunities for self-assessment, consolidation and depth.

British Values and Christian Distinctiveness

French has an important part to play in teaching the children of Clutton Church of England Primary School to be respectful of other people and their cultures and as such promotes the key British Value of **mutual respect**. Through gaining an insight into the lifestyle and customs of the French the children also have the opportunity to look at shared values like personal **liberty, democracy and rule of law**.

From the very beginning of their French journey, the children's learning feeds into the ethos that with knowledge comes a greater understanding and with understanding comes a **tolerance** of cultural differences.

The opening statement of the National Curriculum 2014 Languages Programme of Study states that: ***"Learning a foreign language is a liberation from insularity and provides an opening to other cultures."***

French helps to promote global citizenship through the study of another culture. Children at Clutton Church of England Primary School are encouraged to look beyond their own community and to ask questions to discover more about the diverse and rich cultures that exist beyond their own shores. In learning a language, the children are becoming equipped with the tools to communicate and forge meaningful links with people from the global community.