

# HAZELDENE LOWER SCHOOL



## FRENCH POLICY WRITTEN February 2015

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....

CHAIR OF GOVERNORS

**TO BE REVIEWED February 2017**

# Hazeldene Lower School

## French policy

### Philosophy

We believe that learning an additional language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including speaking and listening, and extends their knowledge of how language works. Learning another language gives a new perspective on the world, encouraging children to understand their own culture and those of others.

All children in Key Stage 2 have the entitlement to learn another language in school time. The National Curriculum states that focus should be placed on enabling pupils to make substantial progress in one language. The focus language taught in our school is French. The teaching will provide an appropriate balance of spoken and written language to provide the foundations for further study at Key Stage 3. At Hazeldene it is deemed appropriate at lower Key Stage 2 that emphasis starts on familiarising the children with the spoken language and the sounds of French. Children will be increasingly exposed to the written language as they progress. The emphasis will be on practical communication.

### Aims and Objectives of Primary Languages at Hazeldene School

The aims of Primary Languages teaching at Hazeldene Lower School are to:-

- \* Foster an interest in language learning by introducing children to another language in a way that is enjoyable and accessible to all pupils
- \* Stimulate and encourage children's curiosity about language and creativity in experimenting with it
- \* Support oracy and literacy, and in particular develop speaking and listening skills
- \* Help children develop their awareness of cultural similarities and differences

- \* Lay the foundations for future language study by pupils
- \* Give an extra dimension to teaching and learning across the curriculum

### Teaching and learning Primary Languages at Hazeldene Lower School

At Hazeldene Lower School children will be taught to:

- \* Listen attentively to the spoken language and show understanding by joining in and responding
- \* Explore the patterns and sounds of the language through sounds and rhymes and link the sounds, spellings and meaning of words
- \* Engage in conversations
- \* Speak in sentences, using familiar vocabulary, phrases and basic language structures
- \* Develop accurate pronunciation and intonation
- \* Present ideas and information orally to a range of audiences
- \* Read carefully as appropriate

The emphasis of primary language teaching remains to have fun with the new language and to consistently reinforce what has been learnt through songs, playing whole class and small group games and using ICT where appropriate to enhance the teaching and learning.

All children will receive at least a twenty minute discrete Primary Languages teaching session each week where specific skills, concepts and vocabulary are introduced. These new skills are then revised regularly where appropriate, for example using the language of classroom instructions and equipment, instructions in PE, counting in French and 'incidental opportunities', such as when taking the register, asking what today's date is, classroom commands, etc. This serves to reinforce the vocabulary and structures the children have learnt.

This integrated approach for teaching and learning gives children opportunities to use and develop their language for communicating in stress-free real-life contexts.

## Intercultural understanding

Primary languages provide a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including PSHE, RE, Geography, Music, Art and Dance.

## Inclusion

At Hazeldene Lower School the teaching of primary languages is fully inclusive. No child is excluded by reason of a learning difficulty or because they have English as an additional language. Such children derive particular benefit from taking part in language learning activities where they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate. Pairs and groups may be made up in different ways depending on the task.

## Planning resources and staff development

Primary languages are currently planned following the broad guidelines of the National Curriculum, taking as a base the Wakefield Scheme of Work for French published by La Jolie Ronde. Some members of staff have attended training sessions in French language teaching organised and led by the Primary Languages Consultant for Bedfordshire, and additional sessions are planned.

The aims of the training are as follows:-

- \* To improve the linguistic skills of the teachers
- \* To model and practise the lessons to be delivered by the teachers
- \* To familiarise the teacher with a wide range of resources

Published materials and resources include fiction texts, posters, CDs, DVDs and computer software as well as a large range of 'hands on' materials including beanbags, command dice, puppets, etc. All resources are made available to Year 3 and 4 teachers.

## Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in primary languages exist within our termly programmes of study. Most assessment is formative and is used to support teaching and inform future planning.

The teaching of primary languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries and welcome visiting speakers who are able to talk about life in other countries.

February 2015 Helen Tipping