



William Barnes Primary School

French Subject Statement

Excellent teaching gives children the life chances they deserve; children learn better when they are engaged with their learning and we endeavour to achieve this through high-quality teaching. Education is for all, not the few as all children have the right to be the best they can be. At William Barnes, we aspire to foster a love of learning alongside the development of the well-rounded child.

Preparing Children for Life

We believe that we are preparing children for successful futures. We aim for them to be independent thinkers, confident, interested learners and global citizens, equipped to live, work in and contribute to society.

At William Barnes Primary School, we believe that children deserve:

- A strong sense of belonging fostered through positive relationships;
- High-quality feedback that moves their learning forward;
- Appropriate support to overcome specific barriers that they may face.
- Routines that provide consistency and stability throughout the school day.
- Children are able to be curious about different areas of learning.
- Children are given the opportunity to experience the widest variety of the written and spoken word possible with a vocabulary rich curriculum and school experience.
- Academic and pastoral experiences serve to enhance

Knowledge and Skills

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative (to know that) or procedural (to know how to).
- Both these forms are important and that declarative knowledge is turned into procedural knowledge through action and the act of practising and applying.
- Skills can be procedural knowledge as a result of the application of declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation

Parents and carers

Evidence shows that *“Parental engagement has a positive impact on average of 4 months’ additional progress.”* (EEF) Parents and Carers are a vital part of the learning process at every step of a pupil’s journey through our school therefore we work together with families to support their children’s learning.

“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)

INTENT



William Barnes Primary School

French Subject Statement

Vision and Mission

At William Barnes the Modern Foreign Languages (MFL) policy operates within the wider context of the school vision and mission statement.

Aims

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 to discover and develop an appreciation of a range of writing in the language studied.

The aims of teaching modern foreign languages

- The children develop an interest in learning another language;
- The children develop a greater understanding of other cultures and become aware of the wider environment in which they live;
- The children understand that each individual language is different and has its own definitive forms and structure including phonological and grammatical structures;
- The children strengthen and improve their own knowledge and abilities in their first language;
- The children develop both their active and passive language skills: speaking, listening, reading and writing;
- The children gain enjoyment and a sense of achievement in learning a foreign language;
- The children are provided with opportunities to investigate, evaluate and apply a variety of learning strategies which they can then use to help them progress in all subject areas.

French lessons must be varied in content and incorporate:

- a. Target French vocabulary, phrases, French phonics and basic grammatical structures



William Barnes Primary School

French Subject Statement

- b. Opportunities for the children to ask and answer questions using the appropriate grammatical structures and level of formality
- c. Opportunities to develop autonomous learning by using bilingual dictionaries
- d. Access to a variety of authentic sources in different formats, for example written and audio texts
- e. Teaching of basic French grammar, phonics and spelling patterns, whilst developing techniques to remember vocabulary / difficult spellings / grammar rules
- f. Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language
- g. Recycling language that has been taught in role play situations to use in everyday conversations
- h. Opportunities to research French culture and to learn about life in France
- i. Opportunities to write simple phrases and develop simple sentences

Current Practice

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

OVERVIEW

There is no requirement for Foreign Languages to be taught in Key Stage 1. However, here at William Barnes we use incidental French across Key Stage 1.

Year Group	Overview
Reception	<ul style="list-style-type: none">• to greet each other• locate France on a European map



William Barnes Primary School

French Subject Statement

	<ul style="list-style-type: none"> begin to learn some cultural facts through celebration days e.g. French foods, flag making, famous landmarks
Year 1	<p style="text-align: center;">Pupils will learn:</p> <ul style="list-style-type: none"> to greet each other numbers to 5. introduce themselves learn some cultural facts through celebration days e.g. French foods, flag making, famous landmarks
Year 2	<p style="text-align: center;">Pupils will learn:</p> <ul style="list-style-type: none"> to greet each other numbers to 10 introduce themselves French song- Frere Jacques. learn some cultural facts through celebration days e.g. French foods, flag making, famous landmarks

<u>Year Group</u>	<u>Curriculum Covered</u>	<u>Unit Overview</u>
<u>Year 3</u>	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language 	<p><u>Unit 1: Introduction</u> how to have a basic conversation and introduce themselves in French</p> <p><u>Unit 2: School</u> Pupils learn to follow instructions as well as describe classroom objects</p> <p><u>Unit 3: Birthdays</u> Pupils learn to say months and numbers and say when their birthday is</p> <p><u>Unit 4: Jack and the Beanstalk</u> Pupils learn basic grammar and reading skills to be able to understand a story in French. There is a Videos section of the website which also make a display</p>



William Barnes Primary School

French Subject Statement

	<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Unit 5: Parts of the body</u> in parts of the body in and simple plural f</p> <p><u>Unit 6: At the café</u> drinks and prices s basic conversation</p>
<p><u>Year</u> <u>4</u></p>	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Unit 7: Transport F</u> different types of tr how they get to sc favourites.</p> <p><u>Unit 8: Shopping M</u> along with prices a speaking task whe conversation in a s</p> <p><u>Unit 9: Cinderella T</u> builds on dictionary Pupils will then act There is a video of Videos section of c</p> <p><u>Unit 10: Healthy E</u> fruit and vegetable healthy alternative practised and pupil in France.</p> <p><u>Unit 11: Sports an</u> tense is formally in present sports and</p> <p><u>Unit 12: Carnaval</u> Animaux by Saint-unit, giving pupils t about a French co</p>



William Barnes Primary School

French Subject Statement

<u>Year</u> 5	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Unit 13: Weather</u> Pupils learn about the weather in French and how to give a weather report.</p> <p><u>Unit 14: I am the musician</u> Pupils learn about musical instruments and how to learn how to sing a song. A karaoke version of the song is available in the section of the website.</p> <p><u>Unit 15: Time</u> Numbers and students can say the time on a digital and analogue clock.</p> <p><u>Unit 16: In town</u> This unit focuses on town and asking for directions. Pupils are also introduced to the names of where places are.</p> <p><u>Unit 17: Les coquelicots</u> This unit teaches students about the famous painter Claude Monet and how to describe one of his famous paintings.</p> <p><u>Unit 18: Seasons</u> This unit focuses on seasons in order to be able to put together a longer piece of writing about the different weather conditions and what to do in different seasons.</p>
<u>Year</u> 6	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p><u>Unit 19: At school</u> This unit focuses on school and is introduced along with the names of school subjects. Pupils learn how to describe their school and their favourite subjects.</p> <p><u>Unit 20: Where I live</u> This unit focuses on the French for different parts of the house and how to describe their bedroom and bathroom.</p> <p><u>Unit 21: Past and Present</u> This unit is introduced in this unit and focuses on how to describe what is currently like and what it was like in the past.</p>



William Barnes Primary School

French Subject Statement

	<ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Unit 22: Holidays</u> This unit introduces the topic of holidays and revises both weather and seasons. Pupils can write about their favourite holiday.</p> <p><u>Unit 23: Health</u> Pupils learn about health and safety so that they can talk about their own health. They learn the verbs <i>avoir</i> and <i>être</i> in the present tense.</p> <p><u>Unit 23: Health</u> Pupils learn about health and safety so that they can talk about their own health. They learn the verbs <i>avoir</i> and <i>être</i> in the present tense.</p> <p><u>Unit 24: Notre café</u> This unit is a transition unit and introduces the topic of a café. Pupils will also learn about the verb <i>prendre</i> to take with them to the shop.</p>
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IMPLEMENTATION

How We Teach

Statement of Current Practice

Primary children are very receptive to learning a new language. They are willing and able to mimic pronunciation without the inhibitions and self-consciousness of older students. This can give children a great sense of accomplishment from learning to say something new in a foreign language. It provides frequent opportunities to develop pupils' self-esteem and support their interpersonal skills.

International studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Pupils who learn a foreign language do better on both verbal and math tests than those that don't. Alongside deepening their understanding of grammatical concepts and rules in English.

A fundamental positive to language learning is it that provides children with the opportunity to learn more than to speak and write in a different language. Learning



William Barnes Primary School

French Subject Statement

about festivals and traditions from countries where the language is spoken helps children appreciate other cultures so that they can take a place in our global society. This can support children in our school to broaden their horizons.

Additionally, this can support children in later careers. As the world becomes more global, businesses and public organisations will need more people who can communicate in other languages, and are aware of different cultures. Our chosen language at William Barnes is *French*; this is based on the subject knowledge, qualifications of staff and locality.

French is taught in a whole-class setting, by the class teacher. Teachers plan using suggested teaching ideas based on EasyMFL scheme of work for French. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles.

Children have the opportunity to learn about French culture and traditions. We aim to use daily incidental French so that throughout the day all children hear and use French around the school. KS1 children will be introduced to numbers to 10 and greetings across the school day to prepare them for KS2 lessons.

Each KS2 class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model 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. However, when appropriate, children record written work.

A whole school French display will be used to give children daily reminders of the language learnt in school and work/photos will be added to this from lessons taught. French displays are in each KS2 classroom to ensure consistency and exposure to the language on a daily basis. These displays also enable children to access key vocabulary and subject specific content.

Inclusion – SEN, G&T, Ethnicity, Gender, Equal Opportunities

All pupils, regardless of ability, race or gender, shall have the opportunity to develop their languages capability. William Barnes Primary School will promote equal opportunities and fair distribution of languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. *In accordance with our equal opportunities policy, all children regardless of race, gender or ability should have*



William Barnes Primary School

French Subject Statement

equal access to the Modern Foreign Languages (MFL) at William Barnes School.

Parents

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning. Parents are informed of their child's progress during our parent's evenings and end of year reports.

Support

- EDL (European Day of Languages) celebrated across school.
- The school has recently adopted a new scheme called Easy MFL. The scheme follows the 2014 National Curriculum. Chosen for the clear progression, lesson structure and use of ICT.
- Years 5 and 6 set up a French café for the whole school French morning and practise using their verbal French. This gives the older children an opportunity to support the younger pupils with their French and promotes the French language within the school.
- Whole School French morning to learn about French culture and traditions
- Transition links with KS3 at the high school have been established to strengthen the curriculum and progression into KS3.
- Workshops and role-play activities led by KS4 for Upper KS2 classes are organised by both French leads
- Transition meetings are held with the high school to ensure Year 6 children are ready and prepared for KS3 French.

IMPACT

Assessment

Summative Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their EasyMFL experience. Therefore, each unit of work has an assessment task. This task is the formal opportunity for teacher assessment of the pupils. Each child is *then marked against a clear progression level descriptors 1-6 for listening, speaking, reading and writing. Use of IPAD recordings of conversational French to allow self-assessment, peer-assessment and teacher assessment of speaking and listening progress.*

At the end of each term, teachers report to the French Leader if a child is:



William Barnes Primary School

French Subject Statement

Working towards Working at Working beyond

Formative Assessment

Teachers use AfL strategies to monitor children's progress in lessons and over time. AFL strategies are embedded across the school and several strategies apply to the ongoing assessment of French. The use of visualisers for immediate feedback is used throughout the school.

The French lead passes on end of year French data to the following teacher.

Monitoring and evaluation

The French Leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Other monitoring strategies are:

- *Pupil voice and actions put in place*
- *Teacher evaluation of the content and learning processes and actions put in place*
- *Staff meetings to review and share experience*
- *Subject Leadership file collated and updated on a termly basis*
- *Assessment of subject from each year group logged*
- *Informal discussion with staff and pupils*
- *'Pop ins' across KS2 classes*
- *Observation of language displays*
- *Collection/scrutiny of language folders*
- *Primary Network Meetings Attended by French lead*

The Curriculum Committee of the governing body monitors this policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.