

French Policy and Guidelines



INTENT (Why)

The importance of primary French

Learning a second language early in life enhances overall cognitive skills and improves brain development. Studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, problem-solving skills, and flexibility of mind in young children. At Marsh Baldon School we believe learning French provides a valuable educational, social, and cultural experience for pupils. Not only do they develop the key skills of speaking and listening whilst extending their knowledge of how language works, but they further their understanding of their own cultures and those of others.

Our ambition

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how

language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

IMPLEMENTATION (How)

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in French through regularly taught and well-planned weekly lessons.

Children will progressively acquire, use, and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Teaching Type categories ensure that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read, and write French with and without scaffolds, frames and varying levels of support.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Progression

Teaching Type:		Nouns and articles/determiners	High-frequency verbs	Possessive adjectives	Adjectives and adjectival agreement	Use of the negative form	Conjunctions and connectives	Regular whole verb conjugation	Irregular whole verb conjugation	Opinions and justifications
Early										
Intermediate										
Progressive										
Early Language Units	I'm Learning		X							
	Animals	X	X							
	Instruments	X	X							
	I Can		X							
	Ancient Britain	X	X							
	Fruits	X	X		X					
	Vegetables	X	X							
	Shapes	X								
Intermediate Language Units	Presenting Myself		X		X					
	Family	X	X	X		X	X			
	At the Cafe		X				X			
	In Class	X	X	X		X				
	Goldilocks	X	X							
	Dates									
	Weather	X	X							
	Clothes	X	X	X	X		X	X		

	Olympics	X	X		X	X	X		X	
	Habitats	X	X				X			
	My Home	X	X			X	X			
Progressive Language Units	At school	X	X		X	X	X	X		X
	The weekend	X	X				X		X	X
	Healthy Living	X	X		X	X				
	The Planets	X	X		X					
	Regular Verbs							X		
	Me In The World	X	X				X			X

KS2 Mixed Age Classes Unit Planner

	Year 3/4 CYCLE 1	Year 5/6 CYCLE 1	Year 3/4 CYCLE 2	Year 5/6 CYCLE 2
Autumn Term				
Half Term 1	Phonics lesson 1&2 (C) I'm Learning Fr/Sp/It (E)	Phonics lesson 1&2 (C) The Weather (I)	Phonics lesson 1&2 (C) Shapes (E)	Phonics lesson 3&4 (C) The Date (I)
Half Term 2	Animals (E)	Family (I)	Musical Instruments (E)	My Home (I)
Spring Term				
Half Term 1	I Can (E)	Pets (I)	Vegetables (E)	Clothes (I)
Half Term 2	Fruits (E)	Olympics (I)	Ancient Britain (E)	Planets (P)
Summer Term				
Half Term 1	Presenting Myself (I)	At School (P)	In Class (I)	Healthy Living (P) or Regular Verbs (P)
Half Term 2	At The Café (I)	At The Weekend (P)	Habitats or Goldilocks (I)	Me In The World (P)

Key	C	Core Vocabulary Unit
	E	Early Language Unit
	I	Intermediate Language Unit
	P	Progressive Language Unit

IMPACT – Effect

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Assessment

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the teacher who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

