

## Bilton Grange Primary School

### French Rationale

‘You live a new life for every language you speak. If you only know one language, you only live once.’

Czech proverb

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. Language education fosters pupils’ curiosity and deepens their understanding of the world. In a world where international relationships are so important, an ability to communicate and a willingness to learn about other cultures will provide our children with the skills they need to develop oracy, literacy and cultural understanding.

Through high quality teaching of French at Bilton Grange School we endeavour to promote the introduction of a Modern Foreign Language to all pupils. As a school we have chosen to study French. French is spoken on five continents and the staff at Bilton Grange have more experience with speaking French than any other language. Most of the children at Bilton Grange Primary School are white, British and only speak English. We feel that French is the language of culture opening the door to art, music, dance, fashion, cuisine and cinema.

We have a cross curricular themed approach that is knowledge rich, carefully building upon the child’s previous knowledge with small sequential steps. Our approach is underpinned by the four curriculum drivers that are at the heart of everything we do.

- Collaboration:  
We would like our children to be effective, competent and empowered learners who respect one another and themselves; to actively engage in the life of the school, think creatively, work collaboratively; evaluating and organising themselves and others.
- Communication:  
We would like our children to develop strong skills in dialogic talk to stimulate and extend their thinking, and advance their learning and understanding, so they become empowered for lifelong learning and active citizenship.
- Creative Arts:  
We would like our children to develop a range of artistic and cultural skills by giving rich opportunities in music, art and design, dance, drama and creative writing.
- Community:  
We would like our children to leave Bilton Grange Primary School as active citizens of modern Britain with a good understanding of the importance of local, national and global communities and their place in it.

A balance of activities will be provided to help support the speaking, listening, reading and writing of French.

### **Substantive and disciplinary knowledge in French**

When teaching a modern foreign language, most of the knowledge that the children will be learning is substantive. The practising of this substantive knowledge within lessons should be considered as disciplinary knowledge as they are applying what they have learnt.

### **Intent**

Our aim, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world and their future economic well-being.

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence and an understanding of other cultures. We believe that to accomplish this, we should help the children to do all of the following:

- 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
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond

Young children can benefit from learning a second language in many ways, too. Starting children learning a language early will lay down solid foundations to build on as they progress through school. Research has shown that learning a new language may contribute to the development of the brain, particularly in the areas of memory, speech and sensory processing, and it can also contribute to a child's self-esteem – even being able to use some simple words and phrases can give children a real sense of achievement. Alongside this, children will be developing vital listening skills, which will support speech and language development. At Bilton Grange we introduce French via simple songs, phrases and words.

Staff at Bilton Grange follow the guidance of the **National Curriculum**. Pupils should be taught to:

- 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
- present ideas and information orally to a range of audiences
- 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.

### **Implementation**

- EYFS incorporate the language into teaching and learning and use visuals to support the children's understanding. We have specific vocabulary to focus on each half term and constantly revisit and review this.
- Key Stage One deliver daily doses of French incorporating the language into every-day teaching and learning and using visuals to support the children's understanding. We have specific vocabulary to focus on each half term and constantly revisit and review this.
- In Key Stage 2, units of work are planned using a medium-term planning template which identifies:
  - Overlearning and pre-learning activities
  - Details of the “wow” starter and learning “end point”
  - Objectives to be taught – separated into substantive (red) and disciplinary (blue) content (in French this will mainly be substantive – red)
  - Key knowledge statements (remembering sentences) to be taught in the unit
  - The learning sequence of lessons
  - Key vocabulary to be taught - separated into horizontal and vertical vocabulary
  - Activities for each of the school’s 4 C’s drivers
- Learning is planned sequentially to enable children to build upon prior learning and to acquire new knowledge over the duration of the unit.
- Lessons will be blocked to enable children to become fluent in their knowledge, allowing them time to immerse themselves in new learning.

- At the beginning of each unit of work, children will complete an over-learning recall activity to retrieve essential knowledge from the previous years' topic. This should identify any gaps in knowledge, enabling the teacher to provide additional support for children who have gaps in their previously acquired essential knowledge.
- Children complete a pre-learning activity prior to the topic being taught. This identifies the essential knowledge children already know and enables teachers to provide additional support or challenge throughout the unit for individual children.
- The essential knowledge identified in each unit provides the basis of the knowledge sentences (remembering sentences) to be shared with children. These are chanted and referred to throughout each lesson, helping the children to store this knowledge in their long term memory. Relevant classroom instructions should be given in French using the 'Progression in Classroom Language' document.
- Essential knowledge and vocabulary should be displayed in the classroom and included on learning slips in children's books.
- Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in a range of different subjects and contexts.
- Within the school's 4 C's (Communication, Collaboration, Creativity, Community) a balance of activities is provided to help support the provision for personal development and in enhancing children's cultural capital within the subject.
- Following each unit of work, children complete the pre-learning activity containing the essential knowledge for the unit. This occurs 2 weeks, 6 weeks and 12 weeks after the unit has been completed. Recalls provide opportunities for children to recall previously learnt knowledge and for teachers to track their progress. During these sessions, any gaps in knowledge are discussed and children are supported in remembering. This is done in an appropriate, age-related way and work is then personalised to meet the needs of all groups of learners.

### **Impact**

- The 2/6/12 week recalls support the assessment of children. Results are added to tracking grids which, over the year, help to support an end of year judgement in the subject.
- A subject monitoring week is conducted every year. This ensures that the subject leader has a clear understanding of the strengths and weaknesses of how the subject is being delivered throughout the school. This monitoring week includes:
  - Learning walks
  - Book scrutiny
  - Planning scrutiny
  - Data/ assessment scrutiny
  - Interviews with children

- From this, the strengths and AFI's for the subject are developed and communicated to all staff and governors. Any immediate actions will be put into place quickly. Medium/ long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements.

February 2021