



HILLTOP

PRIMARY SCHOOL

French Policy

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Rationale

Learning a modern foreign language in Key Stage 2 provides our pupils with the opportunity to: embrace other cultures through cultural capital, to recognise that people around the world communicate using a variety of different languages, and to encourage curiosity of the world and a desire to pursue lifelong language learning.

We follow the Rising Stars scheme for language, which covers a range of topics to enhance language acquisition and grammatical understanding of the language.

We aim to enable pupils to make substantial progress and foster enjoyment in understanding spoken and written French. The focus is on practical and purposeful communication with an appropriate balance of spoken and written language. Our curriculum provides a solid foundation in preparation for the transition to the Key Stage 3 Modern Foreign Languages curriculum.

Objectives

Understand and respond to spoken and written language from a variety of authentic sources.

Speak with increasing confidence, fluency, and spontaneity. In the process, discovering methods of communicating their ideas in the target language; including through discussion,



asking questions and continually improving the accuracy of their pronunciation and intonation.

Produce writing at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Engage and appreciate a variety of texts, formed in the target language.

Gain an insight into other cultures through engagement with cultural capital and special events to further fuel a sense of enjoyment around life-long language learning.

Teaching and learning

Children work collaboratively to improve oral fluency through use of accurate pronunciation.

The children learn through a variety of activities and multimodal activities, including: games, choral repetition, songs and stories.

Children are taught to read and write in French, as well as translating texts and sentences into English.

We recognise the fact that we have children of differing abilities in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies;

Setting open-ended tasks with a variety of responses.

Setting tasks of increasing difficulty, where not all children complete all tasks.

Providing a range of challenges with different resources.

Deploying adults to support the work of individual children or small groups.

Encouraging usage of the Subject Knowledge Organiser for the term as a reference point during written and spoken activities.

Planning

The curriculum in French is designed to build on the children's prior learning by consolidating previous learning and building new knowledge upon those foundations. We provide children of all abilities the opportunity to develop their skills, knowledge and understanding. Progression is planned into the scheme of work, so that there is an



increasing challenge for the children to progress through Key Stage 2. Our provision aims to set the foundations in preparation for their secondary provision.

Inclusion

French is taught to all Key Stage 2 children weekly for thirty minutes.

French forms part of our school curriculum policy to provide a broad and balanced education for all of our Key Stage 2 children.

Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

We assess the needs of each pupil, using a variety of techniques, before taking action to enable the child to progress as effectively as possible. When a child is not progressing from quality first teaching, then specific differentiation will be used for the child and if necessary, adult support.

Assessment for learning

- We assess the children's work in French while listening to them working or by marking written work produced in lessons. Children self-assess their progress made against the learning objective for their lesson. Pupils are also given ample opportunity to self-asses their learning formatively throughout lessons, receiving verbal feedback regularly throughout every lesson.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					