

French



Intent

Learning a foreign language encourages a freedom from insularity and encourages an awareness of other cultures. At Dudley House we are committed to providing a high-quality languages education which should foster our children's curiosity and deepen their understanding of the world.

The National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Can read fluently
- Can speak confidently
- Can write imaginatively
- Are developing an understanding the culture of the countries in which the language is spoken.

With this in mind, we have chosen to study French in Key Stage 2.

We are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

At Dudley House, we endeavour to ensure that our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of French provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

At Dudley House School we use the Chris Quigley Essentials Curriculum, based on the National Curriculum, to plan French units of work from year 3. Our curriculum is planned around a series of themes which provide meaningful contexts to develop threshold concepts. However, where this is not possible French is offered as a discrete subject. These are set out in the 2-year long term curriculum plans for each mixed aged class.

Staff then plan a sequence of learning for French where they develop understanding of the subject's big ideas (threshold concepts) and semantic and procedural knowledge for the specific milestone statements for each age group. Teachers tailor learning to meet the needs and interests of the children in their class.

Progression is ensured by pupils developing their knowledge and understanding of key concepts through three age specific milestones as they progress through the school.

We endeavour to use a variety of learning activities and teaching styles to develop children's knowledge and understanding. French is taught through a range of methods including: whole class teaching, paired work, group interaction and more individual tasks. Learning activities also take a variety of forms such as: investigating language structure, conversation/discussion, research, drawing, recording, singing, writing, listening, watching, questioning etc.

Lessons support speaking, listening, reading and writing as well as developing and extending cultural awareness.

Our children are given opportunities to:

- Listen to native speakers (where possible)
- Increase vocabulary through learning songs and rhymes
- Engage in French conversation with peers and adults
- Examine a variety of French texts and disseminate language structure
- Role play, to develop their French speaking
- Listen to stories in French
- Perform French songs and spoken French to a wider audience
- Use ICT to support their learning.

Through our planning, we provide suitable learning activities to ensure all our children achieve and succeed. Careful matching of activities to abilities is achieved through: setting open ended tasks, the provision of different resources, increasing/decreasing the level of challenge, providing support from peers or adults and/or grouping the children.

There is also an annual whole school language day, where age appropriate language and cultural activities are planned throughout the day, exposing KS1 and EYFS to other languages as well.

Impact

At Dudley House, we believe that our approach to teaching French will enhance understanding, enjoyment and achievement for every child.

We look for good progress and to equip them with the knowledge they need to become good linguists.

The consistent teaching and reinforcement of key vocabulary by teachers gives children the tools to explain their learning.

Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking and Feedback Policy.

Subject monitoring, including book looks, is carried out by the subject leader and headteacher.

By the time the children move on to Secondary school we hope to have fostered a love for the language, which sets a sound base for later language learning.

