

Languages (French) at Eversley



'The limits of my language mean the limits of my world.'
 – Ludwig Wittgenstein

Learning another language not only provides practical communication skills, but has a unique role to play in developing cognition, literacy and cultural knowledge. *British Council Executive Report into Primary Languages 2017*

At Eversley Primary School we provide a high-quality language education which fosters pupils' curiosity and deepens their understanding of the world. We enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. We also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. We see learning a foreign language as an opportunity to learn more about the different cultures, countries and traditions in the world around us as well as learning more about our own languages. Our aim is for all children to leave Eversley Primary School with a solid foundation for learning further languages, equipping pupils to study and work in other countries.

During Foundation Stage and Key Stage 1 at Eversley

Whilst there is no statutory requirement in the National Curriculum for Languages to be taught in the Early Years or key Stage 1 phases, it is understood that children present at our school speaking a wide range of languages as their mother-tongues or home languages. It is important to celebrate that linguistic diversity and to acknowledge the importance of children sustaining the development of their mother-language. Many teachers encourage children to share languages they know.

In KS1 children are introduced to French through songs, rhymes and games where they start to learn simple vocabulary including; greetings, numbers, colours, days, foods and animals.

During Key Stage 2 at Eversley

The formal provision of language teaching through weekly lessons in Key Stage 2 classrooms focuses on French.

In Year 3 the children begin by learning frequently used vocabulary and phrases that they would need to introduce themselves and speak about themselves. They build on their KS1 knowledge and understanding of greetings, the days of the week and months of the year and learn to speak about animals including pets.

Building on these initial short dialogues, the children extend their vocabulary and language knowledge in Year 4 to include; classroom objects, classroom commands and actions, members of the family, describing people, animals (exotic /zoo animals), parts of the body and feeling unwell. The emphasis is on aural skills, dialogue and listening with simple reading and writing tasks to record the children's growing vocabulary. In lower KS2 they will begin to recognise simple grammatical rules such as masculine and feminine agreement and simple regular verbs as well as learning how to build questions.

In Year 5 the children add further dialogue-based words and phrases to be able to speak about their feelings, school subjects, likes and dislikes, shops and directions, food, weather, clothes, the seaside so that they can converse about topics such as; healthy eating and music. They begin to develop their reading and writing skills in French to record their learning more extensively and to consolidate the grammar elements of French e.g. the gender-related adaptations to verbs and adjectives and an understanding that some verbs are irregular.

In Year 6 the children continue to develop their understanding to extend their dialogue skills so that they can sustain simple conversations, make short speeches and express opinions and ideas. They expand their knowledge and vocabulary further whilst Telling the time, talking about rooms and objects in the house, sports, hobbies, and ordering food in a café. They continue to learn about French culture and to look at the world of French-speaking peoples. They extend their understanding of French grammar by looking at verb tenses so that they can speak about events in the past, using the conditional form "Je voudrais" and formal and informal forms of address "tu/vous".

Planning

- The school's curriculum map shows the scope and sequence of knowledge to be covered each term from the acquisition of simple words and short phrases to the use of extended dialogue, reading and writing skills.
- There is a medium term plan for each unit of work
- Planning includes opportunities to learn about French-speaking nations, and the similarities, differences between their cultures and our own.
- Those children who have French as a mother-tongue or home language will support the learning of others and continue to develop further their own skills (including written language).

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired reading, guided and independent reading and whole-class learning.
- Teachers are expected to have at least one lesson a week that provides opportunities to practice the French vocabulary and phrases being taught.
- Teachers use a range of on-line and concrete resources to support lessons.
- Children in KS2 have a French book in which they record their learning and collect and record their vocabulary
- Teaching focusses primarily on the spoken word and developing confidence in speaking to communicate opinions

<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback 	<p>and ideas. Learning through song, rhyme, role-play, games and simple texts provides variety, accessibility and fun to the learning.</p> <ul style="list-style-type: none"> • We encourage all teachers to 'have a go' regardless of their level of expertise. Year group teams may be supported by colleagues. We do not see languages as only being accessible to and acquired from 'experts' but an important element of life-long learning.
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • AFL is used within each lesson to establish next steps for pupils. • Assessment of aural skills is built into the activities in the lessons • Marking of written recording supports assessment <p>Summative:</p> <ul style="list-style-type: none"> • Teachers deploy short quizzes at the end of each unit of work to assess retention and acquisition of key vocabulary and phrases • Progress is tracked termly by class teachers 	<p>Resourcing and display</p> <p>Because this is a primarily 'spoken' aspect of our school curriculum many of our resources focus on the use of on-line content. French vocabulary is displayed in the class to support children's acquisition and retention.</p> <p>Libraries and Book Corners:</p> <p>Our school library has a section from which children can borrow dual language books to read in class and at home and dual language dictionaries to support their learning.</p> <p>Teaching resources: Children have opportunities to use language-based games and activities; role-play opportunities such as 'Breakfast at a French Café, 'Going to Market'; songs and rhymes; recording equipment to make audio or visual recordings of dialogues and performances in French.</p>
<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> • Learning walks during Language lessons. • Scrutiny of MFL books • Speaking with pupils and discussions about what they have learnt and enjoyed. 	