



French

“Learning French is a good skill to have, you might meet someone who can speak French, then you can speak to them.”

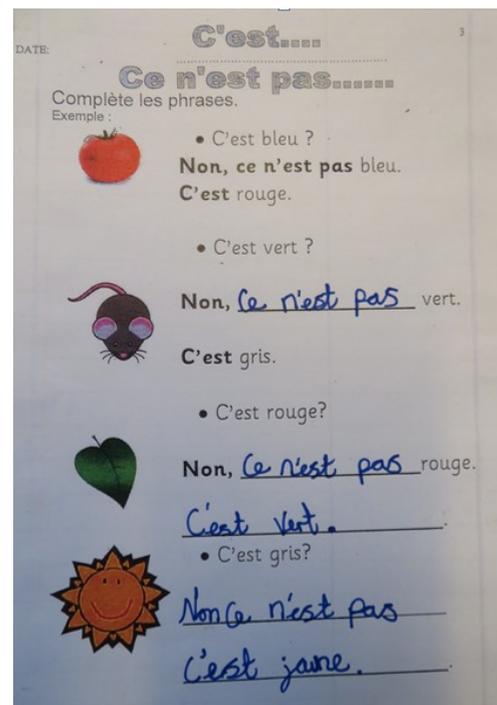
“I like reading the French story books, you learn new vocabulary from the stories and the pictures.”

***We are all part of God’s vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world
to love and to serve.***

CURRICULUM STATEMENT

Our intention is to enable all pupils at Goring Church of England Primary School to:

- develop language strategies, knowledge and skills which prepare them for future language learning
- develop an enthusiastic and positive attitude to other languages and language learning
- become more aware of their own language and enable them to make comparisons with the foreign language, thereby enriching their understanding of both
- increase their cultural understanding by learning about different countries and their people and customs
- develop tolerance and understanding of speakers of other languages and cultures
- make substantial progress in the learning of French
- develop their listening skills so they can understand and respond to spoken language
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation
- develop confidence in writing at varying lengths for different purposes and audiences, using a variety of grammatical structures
- discover and develop an appreciation of a range of writing in French
- gain a sound basis for further language learning at Key Stage 3 and beyond.



FRENCH CURRICULUM

At Goring Church of England Primary School the French curriculum is taught, through timetabled lessons across Key Stage 2. We have adopted the 'Cave Languages' scheme of work. The scheme and accompanying lesson plans are designed to meet all the targets of the KS2 programme of study. These have been broken down to provide specific targets for each year group to ensure language progression over four years. The weekly lesson plans include ideas for support for the less able and to extend the more able in order to meet the needs of all pupils.

The scheme's aims are to:

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work.
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding.
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language.
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary.
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud.
- Recognise some of the language patterns of French and how these differ or are similar to English
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes.
- Have a deeper understanding of cultural differences and similarities.
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages.

The aims of the scheme's content are as follows:

- The vocabulary is chosen to ensure exposure to all the key phonic sounds and to provide the ability to build sentences using grammatical knowledge.
- Phonics is systematically embedded within the scheme of work a resource using a kinaesthetic method of linking sound, action and spelling called '*Physical French Phonics*'.
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years.
- Formative assessment in each lesson informs the planning, teaching and content of subsequent lesson plans.
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills.
- The resources include: Interactive whiteboard activities with audio support; songs, stories and rhymes; classroom games, bilingual dictionaries and a workbook to accompany the scheme.

USING LITERATURE IN THE CLASSROOM

A range of rich and varied songs, rhymes and stories are used to supplement the French curriculum and scheme. These texts expose the pupils to French in another context.

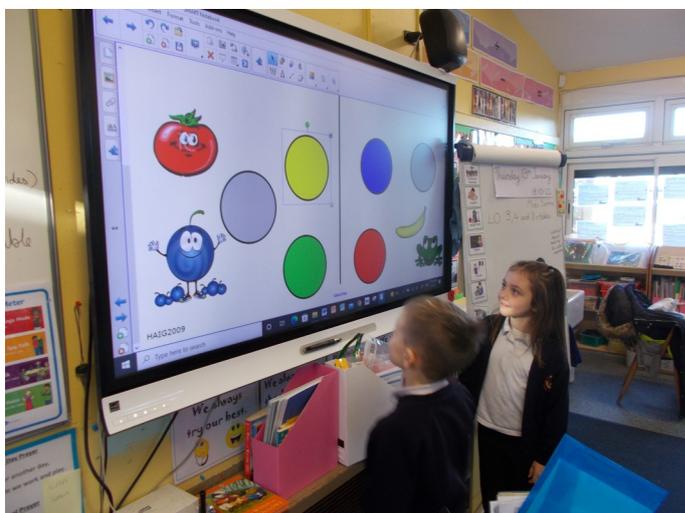
STORIES THAT SUPPLEMENT THE FRENCH CURRICULUM



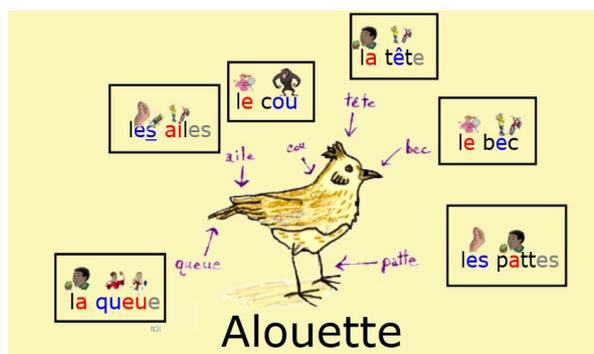
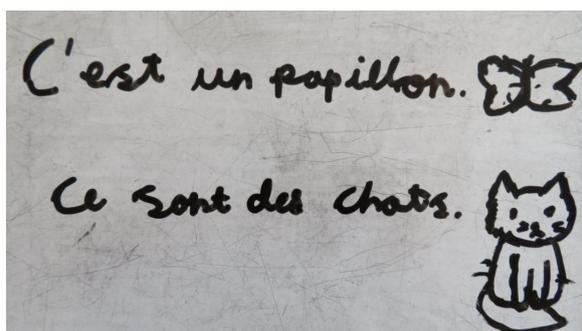
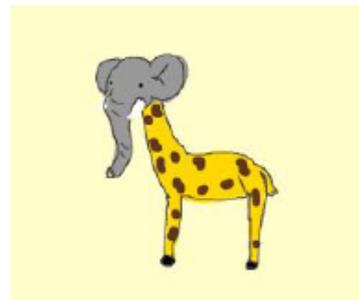
WHAT DOES FRENCH LOOK LIKE IN THE CLASSROOM?

A range of teaching strategies are used within French lessons. Activities are planned according to the different levels of pupils' skills and previous knowledge. Activities and tasks may include:

- whole-class or small-group discussions
- imaginative writing
- sharing of stories in French
- reflection activities
- role-play and drama
- games, story-telling and interpretation tasks
- watching relevant video-clips and using technology to do research.



C'est un animal jaune gris brun
Ce n'est pas une girafe
Ce n'est pas un éléphant
C'est Un girafeant



ENRICHMENT OPPORTUNITIES

Visits from carefully chosen speakers support and compliment aspects of the French curriculum and language learning. For example, we have links with local secondary schools and have had workshops on other languages such as Latin.



CONTRIBUTING TO THE WIDER WORLD

At Goring Church of England Primary School, we want all pupils to develop their knowledge of the French language as well as their understanding of other French-speaking countries and cultures. We believe that this will contribute to their understanding of the wider world and help them to go out into the world to love and to serve.



ASSESSMENT, MONITORING & MEASURING IMPACT

MARKING AND FEEDBACK

Pupils are given regular and meaningful written and verbal feedback. When written feedback is given, pupils are given time to respond so that they are clear about their next steps.

ASSESSMENT FOR LEARNING OPPORTUNITIES

Teachers make use of differentiated questioning and mini- and end-of-lesson plenaries to provide informal assessment opportunities to gauge individual and whole-class understanding.

BOOK MONITORING

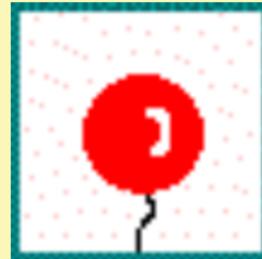
The French co-ordinator monitors French books regularly to ensure the curriculum is taught consistently across the school. Feedback is given to the teaching staff during staff meetings.



DEEP DIVES

The French co-ordinator completes regular deep dives. These provide an opportunity to observe lessons, talk to pupils, review planning and teaching and review strengths and areas for improvement across the school. After each deep dive, a report is written and shared with staff and governors. Any actions that are required are then implemented in a timely fashion.

Petit ballon



Petit ballon grandit grandit... Little balloon grows and grows

De plus en plus s'arrondit Gets rounder and rounder

Le voici si grand que: Now it's so big that

BANG! Il éclate! it bursts!

