

SUBJECT INTENT - FRENCH

Intention 1: Develop our learner's learning –Inspire (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Rationale

At Hady we have a clear rationale for teaching a foreign language. We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our children. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children, helping to create enthusiastic learners and to develop **positive attitudes to language learning throughout life.**

Implementation

We have implemented the **teaching of French for all children from FS1-Y6.** Each class receives dedicated French lessons, delivered by a specialist language teacher, fluent in French. This allows for the teaching of a foreign language to be **progressive & consistent** throughout the school, regardless of staff movement.

All children in KS1 & KS2 have a dedicated French exercise book.

Pupils follow **progressive schemes of work** in every Key Stage. **Recognising children's prior learning,** they are taught **purposeful** skills, concepts and vocabulary. Culture & francophone countries are covered at various points across the schemes of work. Lessons are 'chunked', fast paced and include speaking, listening and reading skills and sometimes a writing activity in any given lesson. Consolidation is vital and lessons are based on practising the same learning point in the different skill areas. Children are engaged in a **variety of enjoyable learning activities** such as, games, playground games, songs, dance, videos, interactive whiteboard activities, PowerPoint presentations, role-plays and kinaesthetic resources such as pair cards, dominoes, authentic story books and props.

Learning behaviours

All lessons develop **interpersonal skills** as children are required to work in pairs and in groups as well as individually. 'Strong' children are frequently asked to work with those children needing support such as SEND children or children new to Hady who have little or no knowledge of French.

Curiosity about the French language is encouraged, and children begin to use **bi-lingual French/English dictionaries** from the end of Year 2 onwards.

Assessment

Formal assessment in KS2 is carried out on completion of every 2 'Rigolo' units. These tests mirror those of a GCSE exam in their format. The languages teacher constantly assesses speaking skills in lessons. All lessons have a high content of spoken language, teacher/pupil, pupil/pupil and choral repetition. Pronunciation is exact and mispronunciation is always corrected.

Intent

We aim to inspire, nurture and grow a lifelong love of language learning. The choice of French at Hady is based on that same language being taught at Hasland Hall Community School where most of our children continue their education at KS3. Our aim is to prepare children well for transition to KS3 French. The Hady French teacher meets with the cluster French teachers (Hasland Juniors & Hasland Hall) several times a year. Hasland Hall MFL teacher, Madame Roux, has observed Hady Y5/6 French lessons on several occasions and has been impressed with the vocabulary and level of the children's speaking skills, as well as the content in their exercise books.

Hady children receive a positive, practical and specialist introduction to learning a foreign language and thus are well prepared for their transition to KS3 French. We intend children to develop good communication & social skills, which, in turn, will lead to a lifelong love of language learning. Our European Day of Languages, Y6 residential trip to France and the involvement last year of a French national, Chloe, in our lessons fosters a curiosity in the children of the world around them.

Intention 2: Develop the character of our learners-Nurture (Our heart and character: Who we are when we learn)

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing community.

At Hady, through the delivery of French, we ...

- foster positive attitudes to foreign language learning by introducing children to another language in a way that is **enjoyable** and **accessible** to all pupils.
- stimulate and encourage children's **curiosity about language** and **creativity** in experimenting with it.
- support strong learning behaviours in oracy and literacy, particularly **speaking** and **listening skills** as even our very young children are required to concentrate intensively for periods of time during language lessons.
- lay strong foundations for **future language study** at Key Stage 3.
- seek to **raise aspirations and promote social mobility** by broadening horizons and encouraging an interest in the wider world
- help children develop their **awareness of cultural similarities and differences, celebrate diversity and promote respect for other cultures**
- raise the profile and promote conversation about the **importance of foreign language learning**, not just within the school setting but also within the home environment.
- give an **extra dimension to teaching and learning across the curriculum**.

Intention 3: Develop the moral compass of our learners and develop behaviours and habits - Grow (Our place in the community and wider world: Who we are)

To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.

We recognise that learning a foreign language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others as well as developing skills which will open further opportunities later in life and as such we actively **promote our learning with parents** at various points during the school year.

Inspiration Day

In September each year all KS1 & KS2 children participate in the **'European Day of Languages'** at Hady. For a full day they experience a carousel of activities each based on the language, culture, art, food or dance of 5 foreign countries. Parents are invited to join us in the afternoon. In September 74 parents/carers attended. Previously, as part of the run up to EDL some of our EAL children delivered an assembly on the history & evolution of language alongside role-plays in their mother tongue. This included Malayalam, Marathi, Farsi, Urdu and Cantonese.

In December each year all KS1 & KS2 children sing **4 Christmas carols in French and Italian** at the annual parent carol service in church.

Language teaching at Hady strongly supports the ethos of British values. Through the interactive 'Rigolo' scheme of work children are introduced to characters who live in **francophone countries** around the world. Children understand that French is not just spoken in France and that French speakers represent a diverse society.

From May-July 2019 children had a **French foreign national**, Chloé, working with them in French lessons.

In Year 6, children are given the opportunity to take part in a weeklong **residential trip to France**, organised by our partner school Hasland Juniors. This has been very successful, enabling the children to experience the French language and culture first-hand and put their language skills to the test.

The extension of foreign language learning into Key Stage 1 and more recently into EYFS together with the introduction of progressive schemes of work and dedicated teaching time has done much to raise the profile of French at Hady and promote discussion about the importance of foreign language learning, not just within the school setting but also within the home environment.