

SAINT HUGH'S CATHOLIC PRIMARY SCHOOL

Mr G Hughes – Headteacher

CURRICULUM POLICY FOR Modern Foreign Languages (French)

“Live, Love and learn through the light of Christ.”

St. Hugh's School aims to create a Catholic Christian environment, which is inspired by the life and teachings of Jesus. We aim to develop a Christian ethos which is reflected in all aspects of school life and the curriculum. The school affirms that all children and staff are unique and should have opportunities to achieve their full potential to learn or to teach and to experience success in a full, balanced and differentiated curriculum.

We wish to provide everyone in the school with a chance to experience and respect Christian values and put them into practice at home, in the parish and in the wider community. We also endeavour to develop respect and understanding for non-Christian faiths and cultures.

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

National Curriculum 2014

Aims

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's global awareness.
- To awaken an interest in different cultures and life-styles.
- To develop children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To give a sound start for further development at Key Stage 3 and beyond.

Objectives

- To experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- To be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- To apply their learning by reproducing sounds themselves and creating phrases and sentences;
- To develop phonic knowledge about the language;
- To begin to recognise and read words that they have already encountered in the development of their oracy skills;
- To write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
- To develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
- To gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
- To use their knowledge about the way language works and apply their knowledge when learning a new language;
- To become aware of how they learn and be able to plan to use specific strategies for particular tasks.

Planning

The French curriculum has been designed with non-specialists in mind, helping to scaffold the languages curriculum and make teaching and learning French an easy, fun experience for both pupils and teachers. The units are to be taught in a linear fashion, beginning in Year 3 and following through to Year 6, so that language points already taught are referenced, reinforced and recapped while children build new knowledge and skills.

1. Languages lessons

In Key Stage 2, children are taught specific skills, concepts and vocabulary in dedicated lessons by the class teacher or HLTA. Whether through shorter, more frequent sessions or one longer lesson, language learning should amount to one hour every fortnight. Opportunities should also be given for reinforcement throughout the week.

2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3. 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants a school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Assessment

Assessment is on-going and based upon the progression of skills document. Formal assessment of French is not required, but teachers will make informal judgements during lessons and children will complete the differentiated activity sheets, where appropriate, which will be retained by the class teacher. The subject leader will collect examples of children's work on a termly basis.

Monitoring and Evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This will be through lesson observations, pupil interviews, staff interviews and work scrutinies. The subject leader will also support colleagues in the teaching of French. Self-evaluation is carried out regularly throughout the unit of work.

Equal Opportunities

All pupils throughout the school, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Health and Safety

Health and safety arrangements are in line with the school policy.