



French Policy

Aims

1. To increase children's Language competence and confidence.
2. To develop a variety of skills: listening, speaking, reading and writing.
3. To exploit and enhance pupil's understanding and grasp of literacy.
4. To develop a sense of cultural awareness and understand and celebrate diversity.

Methodology

1. Use a variety of activities: using visual, oral, aural and kinaesthetic activities - such as puppets, toys, songs, finger and other rhymes, raps, action songs, mime, DVD's, stories and games to enable children to be creative, enjoy the learning process, have fun and to enthuse and inspire them with a desire to learn the language and about the language and countries where it is spoken.
2. To gradually develop their knowledge of graphemes and phonemes to speak and spell words / phrases with some accuracy.
3. To their knowledge and understanding of literacy to compare languages, explain similarities and differences and to understand the structure of language.

Progression

1. To develop throughout the years an increased knowledge language of grammar, so pupils can progress from word → phrase → sentence → paragraph level.
2. To develop the skills of Listening and Speaking.
3. To add the elements of Reading and Writing and extend these skills to give the children increasing confidence and competence.
4. To allow them to gradually express their opinions in French with increasingly complex structures.
5. To increase their memory skills and an awareness of how to go about developing their long term memory.
6. To build in, via the Scheme of Work, a progression of topics, literacy and grammar to develop language knowledge and confidence in using it.

Assessment

1. In the French Clubs Assessment is informal and by outcome.
2. From Years 5 - 6 children are given 'Asset Assessments' at 'Breakthrough' Stage in all 4 skills of Listening, Speaking, Reading and Writing - which are National assessments and linked to the Languages Ladder.

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL

All marks are recorded and progression is evident as the children progress from level to level.

Year 6 Levels are passed onto to Secondary Schools as part of the transition process.

Liaison / Transition

1. The Language teacher keeps all the records for the children and so has a clear understanding of their progress throughout the year and from year to year.
2. At the end of Year 6 the Language Teacher writes to all the Secondary Schools where pupils are going to inform them of what the children have been taught - topics, skills and grammar. They are also sent all the Asset Language Level test results and levels, along with an outline of the languages provision that the children have experienced at the school. This hopefully enables a smooth transition from KS2 to KS3.

Organisation of Language Teaching

1. French is delivered in the school by a specialist Language Teacher in a weekly dedicated French lesson for Years 3/4 and 5 and 6 for 1 hour a week.
2. There is also a French Club for Reception and another club for Years 1 and 2 - for ½ hour each week at lunchtimes. The KS2 French Clubs runs after school for 1 hour a week.
3. The Language Teacher manages the French Policy, updates the Scheme of Work, keeps abreast of new developments and resources, ensures there is continuity progression both within and between year groups and liaises with the School's Head Teacher and Secondary Feeder Schools with all transition information and documents.

Scheme of Work

1. The French Clubs follow a range of topic and language which has been written by the Language Teacher.
2. Years 5 - 6 follow a Scheme of Work, devised by the Specialist Teacher which ensures progression of topics, skills and grammar. Although this is sometimes amended, added to or adapted according to the children's needs. The Catherine Cheater Scheme of Work is woven into the Scheme as well as Early Start 1 and 2.

Resources

1. The Language Teacher has a copy of the Catherine Cheater Scheme of Work for years 3-6 and accompanying materials. Other French materials are in School.
2. There are also some 'Big Books' and DVDs, story reading books and other books.
3. The Language Teacher has a wealth of DVDs, CDs, song books, story books, puppets and toys which are all regularly used.
4. Resources are reviewed and appraised by the Language Teacher and new resources are considered and bought as appropriate.

Effective Date

This policy became effective in summer 2014, will reviewed in summer 2016.