



## **French Policy**

**Approved by RA on 26.11.18**

**Subject leader: Shabanna Ahmad**

### **Purpose**

- To promote enjoyment and love of languages.
- To promote one core language (French), thereby giving the opportunity to reach a linguistic level of competence.
- To counter cultural expectations that the British don't learn another language.
- To encourage children to realise that languages have structure.
- To give languages enhanced status as we prepare our children to compete in the world market.

### **Aims**

- To foster an interest in learning another language.
- To introduce young children to another language in a way that is enjoyable and fun.
- To make young children aware that language has structure and that the structure differs from one language to another.
- To help children develop their awareness of cultural differences in other countries.
- To develop their speaking and listening skills.

**Pupils should be taught to:**

- listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally;
- understand basic grammar appropriate to the language being studied.

### **Resources**

A range on interactive and hard copy resources are available:

#### **French Schemes:** (French Cupboard in Staff Room)

The Key Stage 2 Framework for Languages

A Scheme of Work for Key Stage 2: French

Early Start French 1: Salut! Ça-va? (DVD, Audio CD and CD rom)

Early Start French 2: Où habites-tu? (DVD and audio CD)

Français Français (CD 1 and CD 2)

#### **Songs and Music** (French Cupboard in Staff Room)

J'aime Chanter (20 French songs with CD)

Singing French (with CD)

**Games** (French Cupboard in Staff Room)

Le Jeu Des Nombres (Bingo)

Trouvons l'image (seasons picture boards)

Lotto (Bingo)

**Posters** (French Cupboard in Staff Room)

Posters: Les Couleurs, Les Saisons, Notre Corps, Les Chiffres de 1 à 20

**ICT and Literacy** (French Cupboard in Staff Room)

Talking Pen: Le Navet Géant (The Giant Turnip)

**Stories** (French Cupboard in Staff Room)

Walking Through the Jungle (French and English)

Heads, Shoulders, Knees and Toes (French and English)

**Activities/Worksheets** (French Cupboard in Staff Room)

Developing French 1

Developing French 2

Developing French 3

**Guided Reading** (Library)

Où est Toto? x8

Tina la detective x8

Happy Birthday: Bon Anniversaire!

Good Night Everyone: Bonne Nuit à Tous

Get Dressed: Habille-toi, Robbie

George the Goldfish: Georges Le poisson Rouge

### **Topic Books (Library)**

La Nourriture	Food
Les Vêtements	Clothes
Les Animaux Sauvages	Wild animals
Le Transport	Transport
Les Nombres	Numbers
Les Jouets	Games
Les Couleurs	Colours
La Famille	Family
Le Temps	Weather
Les Contraires	Opposites
Les Animaux	Animals
À La Maison	At home

### **French Readers (Library)**

La Nourriture	Food and drink
A L'école	School
Les Couleurs	Colours
Où j'habite	Where I live
Mon Corps	My body
Mes Vêtements	Clothes
La Famille	Family
Les Animaux	Animals
Quel Temps Fait-il?	Weather

### **Assessment**

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented.