



**French at
St. Andrew's
Junior
School**

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French at St Andrew's

1. Timetable:

French is taught weekly for three half terms across the school year across all four year groups.

2. Content of French lessons:

French lessons at St. Andrew's are taught weekly and within each lesson 5 main areas are covered:

- Introduce and revisit key vocabulary (including Rapide six)
- Speaking
- Listening
- Reading
- Writing

There is an expectation that all 5 of these areas will be addressed in each French lesson. It is recommended that pupils are introduced to no more than 5 new words in the vocabulary section each week.

During the revisiting of key vocabulary it is expected that pupils will complete a 'Rapide six' consisting of 6 quick questions which encourages children to draw upon previously taught vocabulary and use their knowledge mats independently.

Teachers will plan all of their French lessons using the Rachel Hawkes Scheme of Work. As students will be taught for one hour per week (alternate half terms), it is expected that the objectives for each term's lessons will be covered.

Students are introduced to songs and poems in French throughout the year. Pupils are introduced to geographical facts about France. Customs and French traditions and celebrations are also taught across all four year groups.

3. Marking:

Pupils work in their French exercise books will be marked weekly. Teachers can give feedback on whether the objective has been achieved (OA), whether the pupil is still working towards the objective (WT) or whether the pupil has not met the objective (NM). Teachers can comment and give advice on how work can be improved and what is needed as their next steps when required. Pupils can self-assess 'Rapide six' if the teacher feels this is suitable. Pupils can self-assess throughout the lesson should this be the most suitable form of feedback necessary and based on teacher feedback.

Verbal feedback should be given throughout the lesson on speaking and listening in French. Children are to be given advice on how to improve. Wherever possible, examples will be shown to prompt students. Verbal examples are shared in the weekly resources on Rachel Hawkes Powerpoints. These examples help to pronounce the French vocabulary correctly.

4. Assessment:

Pupils will write in their French exercise books each week. There should be opportunities for pupils to read and write in French in each French lesson. Teachers can assess their written work and comprehension work in books.

Teachers can assess speaking and listening in French and give immediate feedback to pupils.

Each student will be assessed using the progression of skills document for the relevant year group.

Objectives are taken from the Rachel Hawkes scheme of work. It is expected that a child who is working at ARE (ARE) is able to take the new vocabulary taught and be able to independently write approximately 3 sentences in French which include one verb. Words may not be spelled 100% accurately but a general understanding of how to use the vocabulary has been shown. Pupils should be able to understand the basics of what is being said and be willing to have a go at using the new vocabulary in the correct context.

A child who is working towards the Year Group Objectives (WT) should be able to get the general gist of the sentences spoken in class and be able to say the topic which is being covered. Pupils should be able to understand some of the words spoken or read in a sentence but might not have a full understanding. Pupils should be able to write one sentence and attempt to use some French vocabulary although they may require vocabulary mats or adult support if necessary.

A child who is working beyond the Year Group Objectives (GD) should be able to independently take the vocabulary taught in the lesson and apply in their own sentences. They should be able to write at length on one given subject (for example, a paragraph about the clothes they are wearing) and be able to independently use a French dictionary to add to their vocabulary. Pupils might extend their sentences to include more than one verb and may use 'et' for example to show more information in a sentence. Pupils will read and write more vocabulary than what the teacher has explicitly taught during the introduction of the lesson. Pupils will be more independent in their ability to write in French.

Assessment data will be added to Target Tracker termly.



French Policy

1 Aims and objectives

1.1 St. Andrew's CE (VA) Junior School is a community of teachers, pupils, parents and governors, who work together to develop the potential of each child, incorporating academic, social, spiritual, moral and physical development within a caring Christian environment. At St. Andrew's we want our pupils will be independent language learners and confident communicators. We ensure the objectives in the National Curriculum are taught and that our pupils deepen their understanding of the world.

Pupils in our school receive a broad and balanced curriculum; the French they are taught is purposeful and knowledge rich. Our French lessons allow our pupils to become confident, resilient and more culturally aware. We teach our children to be aspirational and our French lessons enable our pupils to be ready for the modern workplace. We work alongside Brighthouse High School (our main feeder school) as our pupils will learn French as a foreign language in Key Stage 3. Through this dialogue and our quality first teaching, we ensure that our pupils are ready for their next stage of learning and are ready to encounter foreign experiences.

French lessons at St. Andrew's give pupils the academic and personal skills whilst also developing their future aspirations.

- 1.2** The national curriculum for languages aims to ensure that all pupils:
- ♣ understand and respond to spoken and written language from a variety of authentic sources
 - ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
 - ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
 - ♣ discover and develop an appreciation of a range of writing in the language studied.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in our French lessons. We believe in whole-class teaching methods and we combine these with. French lessons are structured into 5 main sections; an introduction and recap of vocabulary, speaking, listening, reading and writing. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. French is taught as a discreet subject and is taught half termly in Years 3-6 (3 half terms in total).

Teachers plan their lessons using the [Rachel Hawkes](#) scheme of work. The scheme provides lesson plans and resources for teachers to use in their lessons. Pupils in Year 3 begin their journey by learning the phonics, beginning with the vowels first. Pupils then move on to learning verbs and key vocabulary. Each lesson begins with a recap of taught vocabulary (rapide six) to allow pupils the time to achieve depth in their learning. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the 'sticky knowledge' for the end of Key Stage 2. Teachers are encouraged to use French texts, poems and songs to bring learning to life. Each class has a large number of French dictionaries available so that pupils can be independent in extending their French vocabulary.

2.2 We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which could include:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3 French curriculum planning

3.1 We use the national curriculum as well as the Rachel Hawkes scheme of work for French as the basis for our curriculum planning to ensure the coverage of skills as well as objectives and content.

3.2 Our curriculum planning is in two phases (long-term and detailed medium-term). Our long-term plan maps the French topics studied in each term. The French subject leader liaises with teaching colleagues in each year group to ensure coverage is present.

3.3 We plan the topics in French so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

3.4 We use the [Rachel Hawkes website](#) which enables individual teachers to access a wide range of high quality planning ideas, resources and guidance with the delivery of French lessons.

3.5 'Rapide Six' (a document which includes six French questions based on previously taught objectives) will be used at the beginning of each French session. This will enable children to revisit previous learning as well as recapping 'sticky' and essential knowledge. The questions will be carefully considered and written in accordance with the planning process.

4 Teaching French to children with special needs

4.1 In our school we teach French to all children, whatever their ability. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Personal Provision Plans (PPP's)

6 Assessment and recording

6.1 We assess the children's work in French by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, the teacher will mark and comment as necessary. Teachers also assess spoken vocabulary within the lesson. At the end of the year, the teacher makes an assessment of progress. This also enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. This information is passed on to the next teacher at the end of the year.

6.2 Examples of children's French work are available in their French books. The children's French books will continue with the children into their next year group so they are able to re-visit and refer to prior learning and so that the teacher is able to see first-hand previous work that has been produced.

6.3 The Quick Six document used in each French lesson will highlight any misconceptions the children have as well as being a tool of Assessment for Learning for individual teachers on previous and current French learning.

6.4 The progression of skills document, which is specific to each year group, is present at the back of the children's books so individual teachers as well as the children are able to assess which skills they can successfully demonstrate and those which remain a target. This information will continue to the next teacher as the book will follow the child to ensure a continuance in learning.

6.5 We have identified the 'sticky knowledge' for each year group and have produced knowledge organisers in accordance with this to ensure children retain and revisit content outlined in our long term and medium term plans.

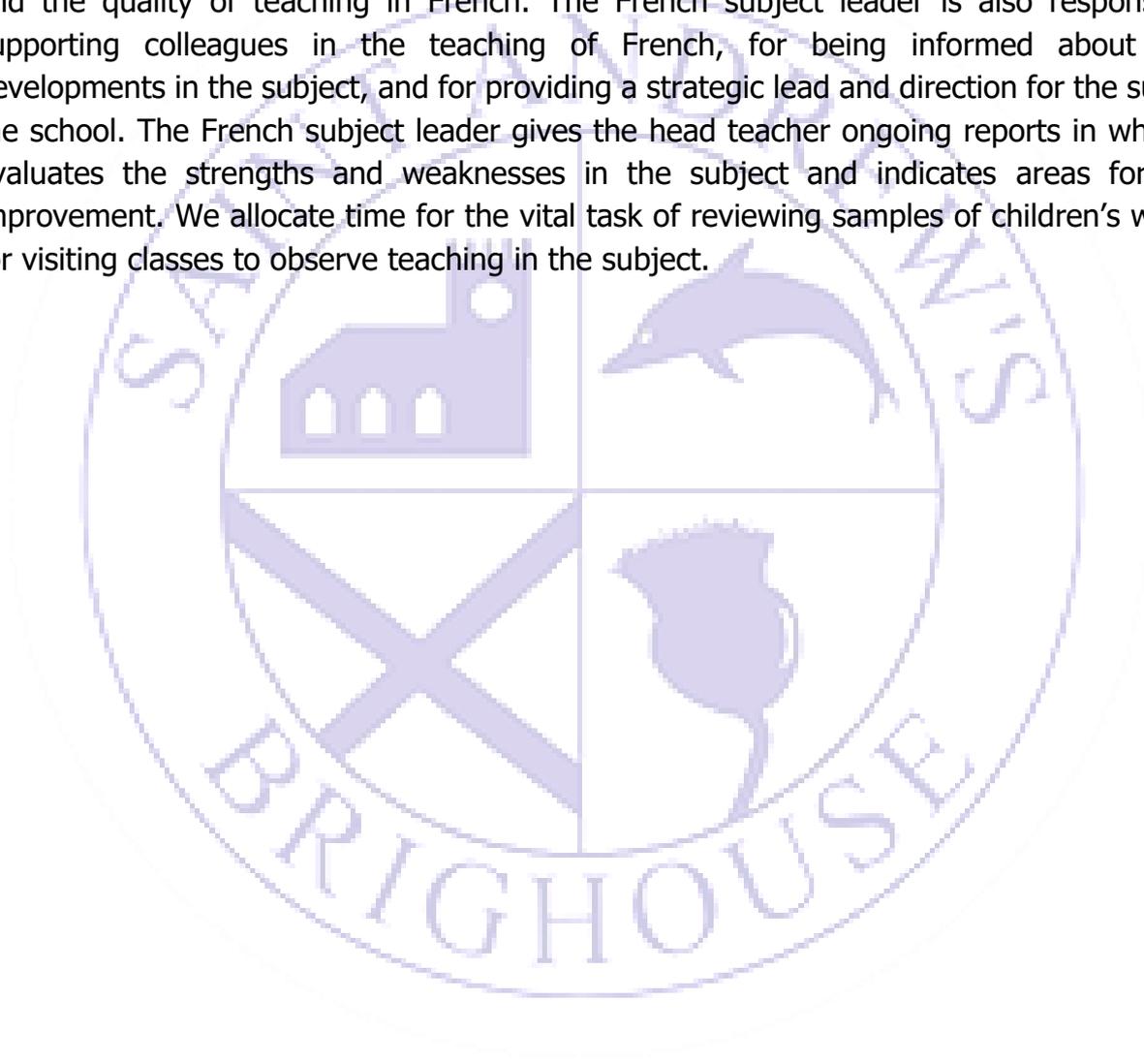
7 Resources for the scheme of work

7.1 It is expected that each pupil will have access to a French dictionary in each French lesson (differentiated according to ability). Chromebooks can be used to access Google Translate when necessary. Funds to purchase new resources and to manage the curriculum will be determined by the outcome of bids made, before the end of the financial year, by the subject co-ordinator.

7.2 In each classroom there will be access to a globe as well as a world map to encourage children to be curious about the world, ask questions and take ownership of their learning/ line of enquiry.

8 Monitoring and review

8.1 The French subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in French. The French subject leader is also responsible for supporting colleagues in the teaching of French, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The French subject leader gives the head teacher ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.



French Intent, Implementation and Impact

French Intent

At St. Andrew's we want our pupils will be independent language learners and confident communicators. We ensure the objectives in the National Curriculum are taught and that our pupils deepen their understanding of the world.

Pupils in our school receive a broad and balanced curriculum; the French they are taught is purposeful and knowledge rich. Our French lessons allow our pupils to become confident, resilient and more culturally aware. We teach our children to be aspirational and our French lessons enable our pupils to be ready for the modern workplace. We work alongside Brighthouse High School (our main feeder school) as our pupils will learn French as a foreign language in Key Stage 3. Through this dialogue and our quality first teaching, we ensure that our pupils are ready for their next stage of learning and are ready to encounter foreign experiences.

French lessons at St. Andrew's give pupils the academic and personal skills whilst also developing their future aspirations.

Implementation

French lessons are structured into 5 main sections; an introduction and recap of vocabulary, speaking, listening, reading and writing. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3.

The French lead checks the long term plans to ensure coverage of the National Curriculum. French is taught as a discreet subject and is taught half termly in Years 3-6 (3 half terms in total).

Teachers plan their lessons using the [Rachel Hawkes](#) scheme of work. The scheme provides lesson plans and resources for teachers to use in their lessons. Pupils in Year 3 begin their journey by learning the phonics, beginning with the vowels first. Pupils then move on to learning verbs and key vocabulary. Each lesson begins with a recap of taught vocabulary (rapide six) to allow pupils the time to achieve depth in their learning. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the 'sticky knowledge' for the end of Key Stage 2. Teachers are encouraged to use French texts, poems and songs to bring learning to life. Each class has a large number of French dictionaries available so that pupils can be independent in extending their French vocabulary.

Pupils have the opportunity to work at Greater Depth in French. They are encouraged to build on the vocabulary taught and write independently at length in a foreign

language. Children are facilitated with the opportunities to do this. Teachers model how this level is achieved. For our pupils, including those with SEND, work is differentiated to meet the needs of all learners. This might be through outcome or my scaffolding the tasks so that pupils are able to achieve. All pupils, regardless of their abilities, access our French lessons. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their language skills in French rather than their literacy ability. The 5 parts of the lesson allow for different types of learning to take place.

French 'sticky knowledge' (what pupils need to know by the end of Key Stage 2):

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing (such as colours, numbers, family members, days of the week and names for animals)
- Be able to use a French dictionary to find new vocabulary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Assessment is ongoing throughout each French topic. Children start new topics by discussing or mind-mapping what they already know. AfL is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a knowledge based test or a written or spoken activity where children demonstrate their learning.

Impact

Each child's individual French book and the whole class 'Big Books' show that French is taught regularly and learning recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary.

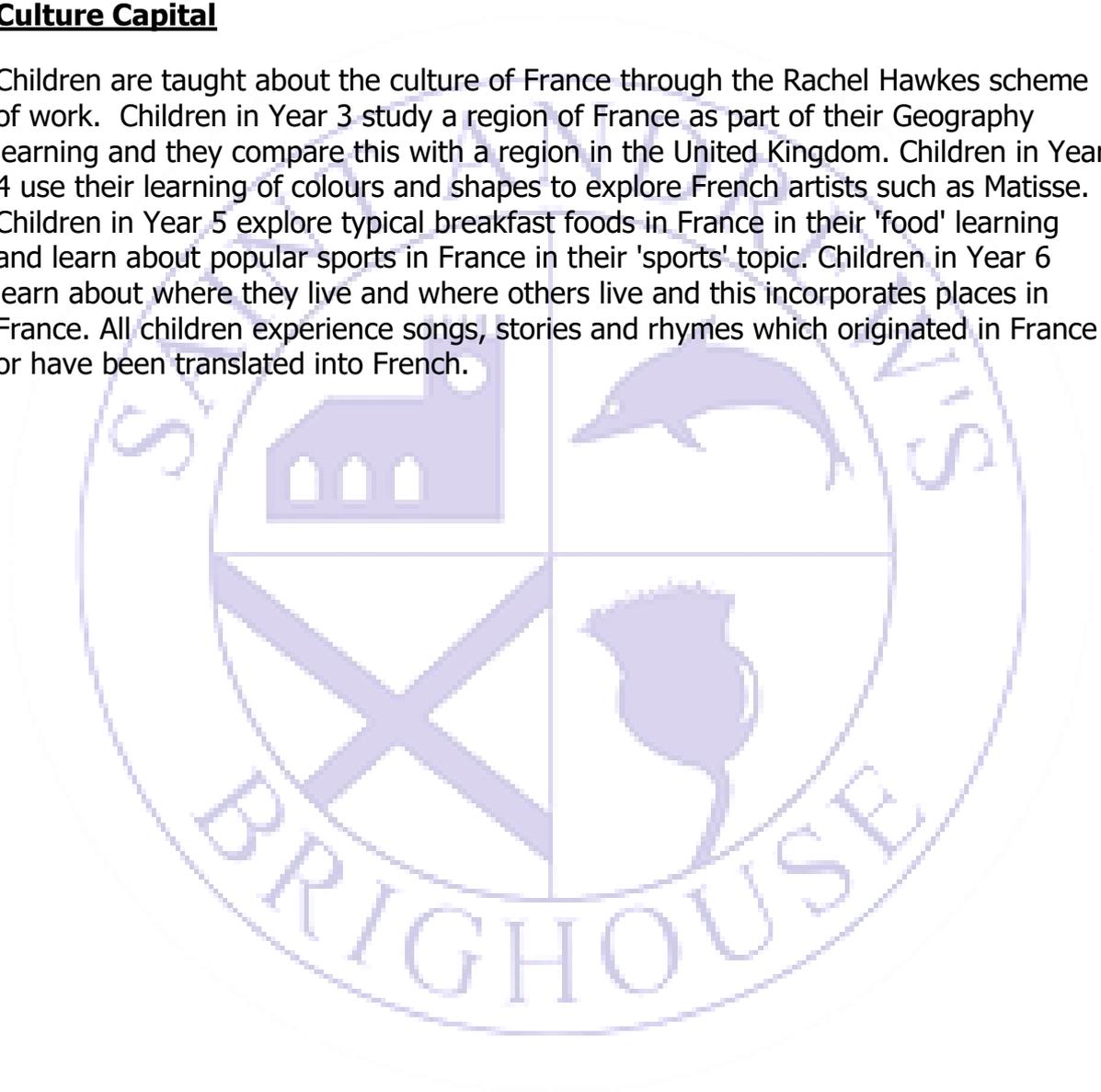
Emphasis is placed on children having opportunities to learn new vocabulary, listen to spoken French and speak, read and write in French also.

By fostering a love of modern foreign languages, pupils are encouraged to work collaboratively and independently to increase their vocabulary and their ability to speak in a foreign language. By equipping our pupils with these skills, they leave St Andrew's with a greater understanding of their world around them.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment and marking, tracking, book scrutiny and pupil interviews.

Culture Capital

Children are taught about the culture of France through the Rachel Hawkes scheme of work. Children in Year 3 study a region of France as part of their Geography learning and they compare this with a region in the United Kingdom. Children in Year 4 use their learning of colours and shapes to explore French artists such as Matisse. Children in Year 5 explore typical breakfast foods in France in their 'food' learning and learn about popular sports in France in their 'sports' topic. Children in Year 6 learn about where they live and where others live and this incorporates places in France. All children experience songs, stories and rhymes which originated in France or have been translated into French.

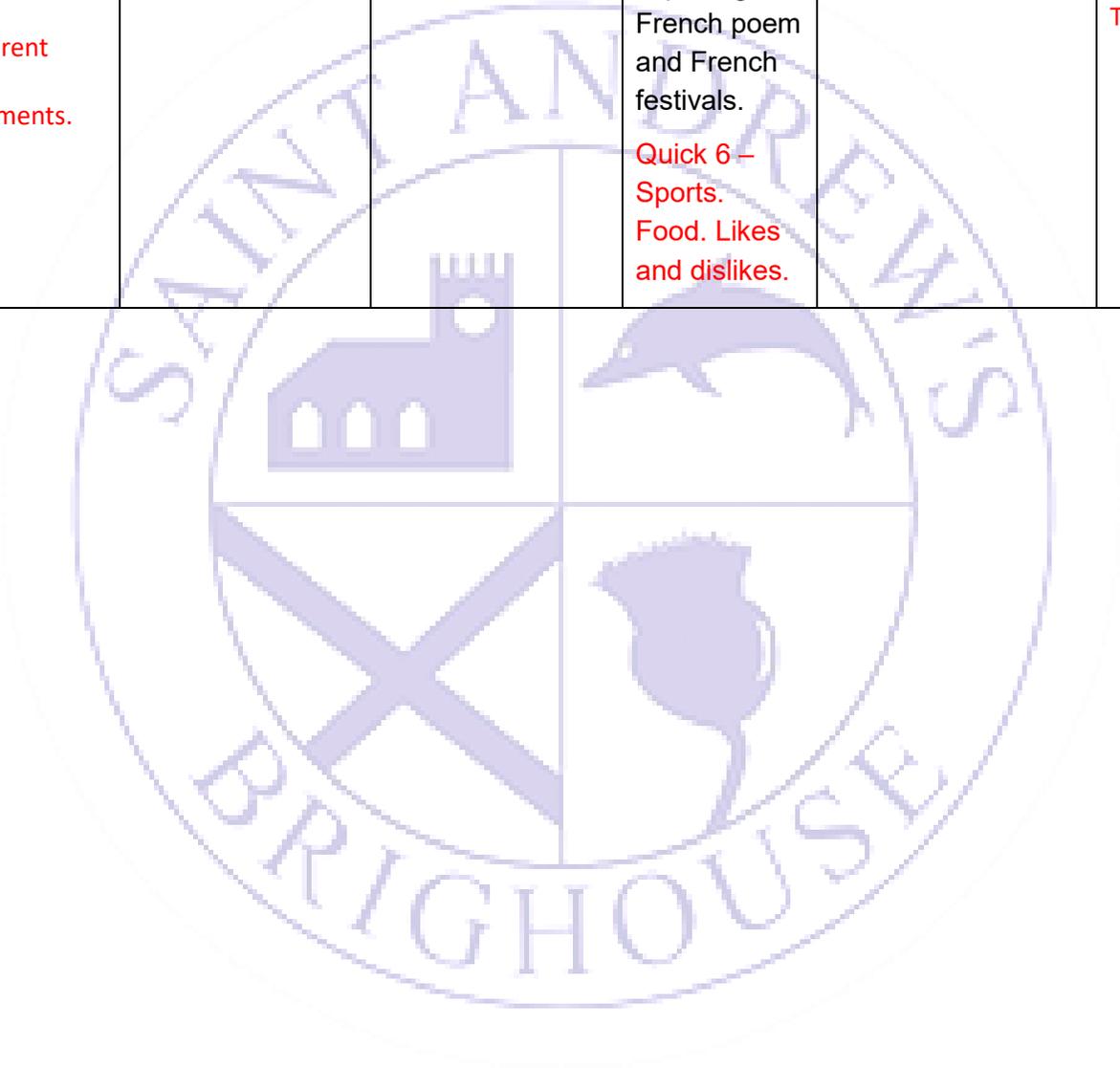


French Long term overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3		<p>Learn a French Christmas song This will be addressed during 10 min intervals at the end of the school day.</p>		<p>Key phonics and basic greetings, numbers 1-12, asking someone's age and giving a response, describing the contents of a pencil case.</p> <p>Quick 6 – Key phonics taught Numbers 1-12</p>	<p>Key classroom language, colours and animals, the Brown Bear Story, Old MacDonald song.</p> <p>Quick 6 – Vocabulary for a pencil case. Greetings.</p>	<p>The Very Hungry Caterpillar and Food, days of the week, use colours to make the butterfly for the story and learning snack foods.</p> <p>Quick 6 – Animals, colours.</p>
YEAR 4		<p>Classroom language, numbers (1-31), days of the week, months of the year, seasons, Happy Birthday.</p> <p>Quick 6 - Numbers 1- 12</p>		<p>Shapes, colours, parts of the face and body, prepositions of place.</p> <p>Quick 6 – Food</p>		<p>Nouns for family members, alphabet introduction, siblings and pets, storytelling (The Giant Turnip), describing a family.</p> <p>Quick 6 – Months of the year and birthdays. Shapes.</p>

		Days of the week.		Classroom language (Year 3)	
YEAR 5		Classroom language, 5x table song, asking and giving the time, describing what you have for breakfast, developing dictionary skills, meal times. Quick 6 – Numbers from 1 – 31. Parts of the face and body.		Sports and dictionary skills, opinions about sports, saying how often you do something, the verb Faire (to do), using verbs to give instructions, Hokey Cokey in French Quick 6 – Classroom language (year 4) Prepositions of place.	Revision of likes and dislikes, different types of music, musical instruments, using the verb Jouer (to play), learning to give reasons, creating and performing a song in French. Quick 6 – Nouns for family members. Pets. Time
YEAR 6	Classroom commands, months and seasons, describing the weather, countries, flags and compass points, describing what is in France,			Where they live and where others live, 'Er' verbs, describing what's in a	Revision of personal identity questions, revision of numbers, days of the week, months and seasons, holiday vocabulary, introduction to clothes, talk through a fashion show and ordering at a café.

	describing where you live. Quick 6 – Different types of music Musical instruments.		town, exploring a French poem and French festivals. Quick 6 – Sports. Food. Likes and dislikes.		Quick 6 – Weather and seasons. Countries. Time
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PROGRESSION OF SKILLS FRENCH		<u>YEAR 3</u>
By the end of Year 3 pupils should be able to:		Highlight and date when achieved.
Speaking and Listening	<p>I can listen and show understanding of single words through physical response.</p> <p>I can listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>I can recognise a familiar question and respond with a simple rehearsed response.</p> <p>I can name objects and actions and link words with a connective in a simple rehearsed statement.</p>	Notes
Songs, Stories and Rhymes	<p>I can join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</p>	
Reading and Writing	<p>Using the knowledge of the sound of some letter strings, I can read aloud or say individual familiar words.</p> <p>I can read and show understanding of familiar single words.</p> <p>I can identify and use strategies for memorising new vocabulary.</p> <p>I can write and say simple familiar words to describe people, places, things and actions using a model.</p> <p>I can write single familiar words from memory with understandable accuracy.</p>	
Grammar	<p>I can name a noun, adjective, verb, pronoun, conjunction in the language being studied.</p> <p>I can use the 1st and 2nd person pronouns with a regular verb.</p>	

PROGRESSION OF SKILLS FRENCH		<u>YEAR 4</u>
By the end of Year 4 pupils should be able to:		Highlight and date when achieved.
Speaking and Listening	<p>I can listen and show understanding of short phrases through physical response.</p> <p>I can listen and demonstrate understanding of words in songs and rhymes.</p> <p>I can ask and answer several simple and familiar questions with a rehearsed response.</p> <p>I can use familiar vocabulary to say simple sentences to give information using a language scaffold.</p>	Notes
Songs, Stories and Rhymes	<p>I can join in with the words of a rhyme, song or story sometimes from memory.</p> <p>I can join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</p>	
Reading and Writing	<p>I can read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules.</p> <p>I can read and show understanding of simple familiar phrases and short sentences.</p> <p>I can use a bi-lingual dictionary to find the meaning of a word or its translation.</p> <p>I can write and say a simple phrase to describe people, places, things and actions using a language scaffold.</p> <p>I can write simple familiar short phrases from memory with understandable accuracy.</p>	
Grammar	<p>I can use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.</p> <p>I can demonstrate understanding of the position of the majority of adjectives.</p>	

PROGRESSION OF SKILLS FRENCH		<u>YEAR 5</u>
By the end of Year 5 pupils should be able to:		Highlight and date when achieved.
Speaking and Listening	<p>I can listen and show understanding of more complex familiar phrases and sentences.</p> <p>I can follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>I can ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.</p> <p>I can use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.</p>	Notes
Songs, Stories and Rhymes	I can follow the simple text of a familiar song or story and sing or read aloud.	
Reading and Writing	<p>I can read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.</p> <p>I can read and show understanding of a complex sentence using familiar language.</p> <p>I can use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.</p> <p>I can write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</p> <p>I can write familiar complex sentences from memory with understandable accuracy.</p>	
Grammar	<p>I can apply the rules of the agreement of adjectives in the singular and plural with some accuracy.</p> <p>I can produce positive and negative sentences with high frequency verbs and pronouns.</p>	

PROGRESSION OF SKILLS FRENCH		YEAR 6
By the end of Year 6 pupils should be able to:		Highlight and date when achieved.
Speaking and Listening	<p>I can listen and show understanding of more complex sentences containing familiar words and unfamiliar words.</p> <p>I can read aloud the text of familiar rhymes and songs.</p> <p>Engage in a short conversation using familiar questions and express opinions.</p> <p>Manipulate familiar language to present own ideas and information in more complex sentences.</p>	Notes
Songs, Stories and Rhymes	I can understand the gist of an unfamiliar text using some familiar language.	
Reading and Writing	<p>I can pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p> <p>I can read and show understanding of a series of complex sentences using familiar language.</p> <p>I can decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</p> <p>I can write and say a complex sentence manipulating familiar language, using a dictionary for new language.</p> <p>I can write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>	
Grammar	<p>I can use the correct form of the definite article in singular and plural sentences.</p> <p>I can apply all the knowledge of grammar above(Y3-5) to build complex sentences.</p>	

