

Foreign Language Rationale

National Curriculum Aims for Foreign Language

- 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.

National Curriculum Purpose for Foreign Language

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.

Linguistically literate

Whilst the teaching of a foreign language does not formally begin until KS2, many of the principles and skills needed to learn to speak, read and understand a language are taught from Early Years and KS1. From the beginning of their school life, the children are taught to associate letters with sounds in order to both read and write. They are also taught to listen to the sounds that can be heard and find the corresponding letters. They widen their own vocabulary through searching for new words and meanings and deciding how and when it should be used. As they move through KS1, they learn that a language has grammar rules that need to be followed in order to understand and use it properly. These same skills can be applied as they reach KS2 and being to learn French. They will start to notice the similarities and differences between the languages and apply the early reading skills they have to learning new sounds in French.

By the time the children reach the end of Year Six, they will be linguistically literate through showing a secure understanding of the basic foundations of vocabulary, grammar and written skills required to continue their study of French at KS3. This will mean that they will be able to hold a conversation in French about the areas they have learnt about such as colours, food, towns and greetings to each other. Their vocabulary will include a range of adjectives and verbs that will allow them to speak about personal preference and to ask questions to someone else, understanding their response, in order to gain information about them. This will also be reflected in their written work. In addition to this, they will be able to construct simple sentences that have taken into account the grammatical changes that are required in French such as the word order in a sentence and the ending of a word change for feminine words.

Foreign Language Rationale

The study of a foreign language involves an educational, social and cultural learning experience for all children. The study of a French at our school provides the foundations and develops the skills required to continue learning a foreign language through the rest of their school career. As the forms and means of communicating worldwide continue to develop and improve, the skill of being able to speak another language will also prove to be an advantage in many future employment opportunities.

In addition to this, they are able to gain knowledge of how language works and can explore the similarities and differences between their own language and another. It raises their awareness of the multicultural world that we live in and give them in an insight into a culture that is different to their own.

Our foreign language curriculum also has strong links to the development of British Values within the children of our school. It develops tolerance and respect of a culture and beliefs that are different to their own. The children will also be given opportunity to explore what it means to be a global citizen and widen their view of the world beyond their immediate locality.

The decision to teach French as the foreign language was taken following discussions with other local primary and secondary schools as well as colleagues from North Yorkshire. Discussion showed that;

- Children in KS3 at all local secondary school study French.
- Most primaries were already or were planning to teach French (therefore meaning most children would be starting KS3 with a similar level of knowledge).
- North Yorkshire were producing a scheme and resources to support the teaching of French at KS2. (This was an important consideration especially for small schools where the likelihood of a specialist linguist was less than that in a larger school).

Primary Foreign language helps children to:

- build foundations for future study of a language.
- develop an understanding of how a language is structured grammatically.
- Gain a wider vocabulary of everyday words and phrases in French.
- Develop a knowledge and respect of a different culture to their own.

Intent	Implementation	Impact: to be reviewed at the end of each academic year
<p>At Follifoot & Spofforth Schools we believe that children should be exposed to and given the opportunity to learn a foreign language in a relevant and engaging manner. At Primary School, the children should have developed the basic and essential vocabulary needed in order to communicate in French as well as an understanding of the grammar and structure of the language. The children will be given a balance of opportunities to speak and write the language. Through enquiry into the French culture, they will develop a knowledge of the cultural similarities and differences to their own, such as their food, celebrations and traditions.</p>	<p>At Follifoot & Spofforth schools, the teachers will follow the French scheme outlined by North Yorkshire. This approach will teach French through themed units that aim to provide numerous opportunities to develop their substantive knowledge. The scheme provides opportunity for progression as the units in each year group will build on previous learning, developing the children's disciplinary knowledge of French in logical way. The teachers will sequence the learning in a way that accommodate the challenges of teaching a mixed year class. There will be opportunities to speak French, enabling the teachers to correct and refine any mispronunciations. The children will discover many traditions of the French culture through the themes taught, which will develop their understanding of British values.</p>	

Knowledge and Enquiry in Foreign Language

Substantive knowledge concerns the key facts, concepts, principles and explanatory frameworks in a subject. Disciplinary Knowledge needed in order to think, process and understand with the subject.

The knowledge gained in the study of a Foreign Language refers to their understanding of phonology, grammatical structures and vocabulary of the language. This will enable the children to communicate and understand ideas, feelings and many daily routines and matters in French through drawing on their knowledge of the language. They will show this understanding both verbally and in writing and explore the linguistic patterns in the language in order to widen their French vocabulary and understanding. In addition to this, they will also gain an understanding of the French culture, such as the traditional foods, a typical town or city as well as the hobbies and interests of children similar in age to themselves.

In French, this is the understanding and recall of vocabulary, questions and answers and the correct use of the grammatical framework. It will also be seen in the development of the correct pronunciation of many words. As they move through KS2, this will be progressive as the children will have the knowledge and understanding to link previous learning and develop their sentences and vocabulary.

Disciplinary knowledge is seen in the study of a foreign language, through the processes of learning new vocabulary in isolation before using and applying this knowledge when speaking and writing in sentences. The children will be required to bring together the grammar and vocabulary they have learnt in order to speak in a clear and grammatically correct manner so that they can express their own thoughts of feelings in French.

They will also be able to adapt and change the generic questions and answers to reflect their own opinions or to speak about themselves personally.

The sequence of learning that French is taught by in both Follifoot and Spofforth schools, allow the children to build on the knowledge and understanding that they gain each year. In lower Key Stage Two, they are given the opportunity to create the foundations of a basic understanding of the grammar of French as well as the common phrases and greetings that will allow them to begin to communicate in a different language. From the beginning of their learning of a language they will be exposed to the range of different sounds and pronunciations and given opportunity to practise speaking and hearing these. As they move to upper Key stage Two, they will be given different contexts to develop and use their known vocabulary and continue to build on the foundations that have been laid. For example, applying their knowledge of colours to describing a variety of different flags from around the world.

Enquiry in Foreign Language

Children will be given opportunity to develop their enquiry skills when studying French. Enquiry into word meanings and origins can significantly develop understanding of both the French and English language. Through using researching skills to enquire about the culture of France, they will have opportunity to compare to their own culture. They will also be able to make links about reasons behind some differences. Through studying the basic grammar underpinning the French language, children will be able to apply this to new knowledge found independently.

Creativity in Foreign Language

Creativity when learning a foreign language can often deepen the knowledge of the children especially when learning independently. Within French, creativity can be seen through the links made with other subjects, allowing the children to see the relevance of their learning as well as creating a new learning opportunity in a different subject. For example, in science children could discover the French names of animals studied and allowing them to widen their French vocabulary when speaking and writing. As they are given the opportunity to explore a different culture, they are able to explore the geographical features of the country as well as traditions, foods and how they celebrate well known occasions such as Christmas.

Assessment in Foreign Language

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. This is particularly important when teaching the pronunciation of phonemes that differ to the English language. As a Federation we are currently trialling exploring and trialling approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.