



French at Benhall St. Mary's C of E Primary School

Intent

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life."

Framework for Languages (DfES 2005)

At Benhall St Mary's Primary School, we believe strongly in the benefits of learning a modern foreign language: language learning is fun, active, challenging, and enjoyable and it leads to wider benefits across the curriculum, such as the development of literacy skills and to a greater understanding of themselves and others.

LANGUAGE LEARNING STIMULATES CREATIVITY: Children enjoy taking an active part in language lessons. They create sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

LANGUAGE LEARNING SUPPORTS ORACY AND LITERACY: Children spend much of their language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work. This emphasis on communication, including language learning's important role in the 'education of the ear' underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

LANGUAGE LEARNING LEADS TO GAINS ACROSS THE CURRICULUM: Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

LANGUAGE LEARNING SUPPORTS AND CELEBRATES THE INTERNATIONAL DIMENSION: Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

LANGUAGE LEARNING TEACHES CHILDREN HOW TO LEARN: The techniques used to learn French - engagement, exploration, listening, repeating, singing, rehearsing, speaking, experimenting, pattern-seeking, etc - are the same needed for learning languages other than French in the future. By giving the children the techniques they need to learn a language, we are supporting their language acquisition in the future.

Implementation

French is taught weekly in **Key Stage 2**. French is taught on a mixed year group two-year cycle, so that children in Oaks and Woodlands do not repeat the same topics as a new year group joins their class at the end of the year. Our Long-term plan is organised around Language Angels. The scheme is comprehensive and robust and ensures for a progression of skills as the children progress through Years 3-6. This scheme can also be complemented with resources from other areas.

Children's progress in French is tracked using the following Primary languages Assessment criteria as well as tracking tools on Language Angels:

[National Curriculum - Languages key stages 1 to 2](#)

Impact

French assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. French is monitored throughout all year groups using a variety of strategies such as lesson observations, summative assessment and pupil interviews.