



## **French at Bridge Primary School.**

Through a progressive scheme children at Bridge Junior become confident in speaking and writing in a new language, which in turn will help them in their wider life and in the future for economic wellbeing. The children come into school with very limited, if any, French at all. The majority of them will already be bilingual to a certain extent, having English as a second language and speaking another language at home. They have an understanding of different structures that languages have and are already used to translating words from one language to another. Understanding the conversions and structures of spoken and written language is a priority for us as these are foundations of language acquisition. They will begin learning French by starting with the basics, some key phrases and vocabulary relating their learning to experiences and stories they are familiar with. As they progress through school they will extend their vocabulary and start to build a repertoire of phrases to use in everyday situations they might face later in life. These phrases will be used and adapted to new situations as the children move through KS2. They will build these phrases up to conversational level by the end of their time in school. The children will be taught through a variety of different means, rhymes, games, songs and role play.

### **The organisation.**

After collaboration and network meetings with other schools, including the secondary school we feed into, we have chosen Language Angels to help provide staff with support in teaching French. Language Angels was chosen as a mechanism to support staff because of the quality of the resources that provide ample opportunity to speaking and listening. It aids staff who may not feel overly confident in their own pronunciation and ensures that there consistency in all aspects of provision across the school. Staff adapt and modify the scheme of work to suit the learning needs of the children and ensure that tasks are engaging. The Long Term Plan outlines the order of the units of work. This order is to ensure that the children's language skills are built sequentially and where possible the French learnt is given context through cross curricular links. Through our curriculum, we will immerse children in basic knowledge and vocabulary of French to develop the spoken and written word, focusing on speaking and listening and retrieval of the language. French lessons are predominantly speaking and experiences for the children to use their language and the lessons are structured to provide active learning opportunities. We also want to ensure children build their vocabulary to ensure they become fluent in French speaking to understanding and appreciate a foreign language. Each teaching unit is 6 weeks long and is divided into 6 fully planned lessons. It includes a grammar concept which increases in complexity as pupils move from the 'Early Language' units, through 'Intermediate' units and into 'Progressive' units.

### **The impact.**

At Bridge, the teaching of French will provide all children with the opportunity to experience a new language which will lead to a general understanding of the language ready for further work in KS3. This will present opportunities for our children to study and work in other countries in the future if they so wish. The understanding they gain in the structural differences between French and English will enable them to more easily learn other languages with similar backgrounds and structures. Children will have the confidence to learn a new foreign language from scratch in the future and build an understanding of different cultures.



## The National Curriculum Expectations.

### Key Stage One Expectations.

There are no expectations for children at KS1

### Key Stage 2 Expectations.

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\* and writing.