



# French at Harvills Hawthorn

## Intention

At Harvills Hawthorn Primary School, we intend for all children to develop positive attitudes towards other languages and cultures. This interest is encouraged by being given regular, stimulating and enjoyable lessons, which build confidence and promote the skills of listening, speaking, reading and writing. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

## Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge, research-based CPD in addition to quality-first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what great teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe great teaching, learning and assessment must include the following:

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn
- Activating Hard Thinking (building ratio)

Each lesson begins with 'Rapid Retrieval' designed to improve children's retrieval skills. The purpose of this is to revisit prior learning in order to improve long term memory. Teachers ensure that Rapid Retrieval includes both recent learning and learning from previous topics.

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to



follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

## **Speaking and Listening**

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words.
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present ideas and information orally to a range of audiences.
- Appreciate stories, songs, poems and rhymes in the language

## **Reading and Writing**

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
- Describe people, places, things and actions orally and in writing.
- Write words from memory and adapt these to create new sentences, to express ideas clearly.

## **Grammar**

- Understand basic grammar appropriate to the language being studied.
- Make use of bilingual dictionaries

Topics to be taught and practised in each year group are outlined in our French scheme overview. Amongst other skills, it is expected that children should know the following by the end of the stated year groups:

Year 3 – the numbers 1-12, how to greet each other, the alphabet and where French is spoken

Year 4 – the numbers 1-30, days of the week and months of the year, and name parts of the body

Year 5 - the numbers 1-60, give directions and describe the weather

Year 6 – the numbers up to 100, order in a restaurant and express their likes and dislikes linked with hobbies.

Children will be taught a series of steps in order to secure understanding of the vocabulary needs, masculine and feminine words and sentence structure.



## **Oral Strategies**

Oral Strategies are taught and practised during every lesson. Children follow a model of 'Écoutez et Répétez' (Listen and Repeat). They are encouraged to listen to different people pronouncing the vocabulary and repeating it. Key vocabulary is displayed and children use various oracy strategies.

## **Impact**

Children should build their language skills and by the end of Year 3, the children should be able to use key vocabulary. By the end of Year 4, they should be writing in sentences. By the end of Year 5, they should be using groups of sentences and by the end of Year 6, they should be writing paragraphs related to a particular topic

Children will also:

- have an enthusiastic and positive attitude to other languages and language learning;
- develop enhanced language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- know that language has a structure, and that this structure differs from one language to another;
- know the sounds and written form of a modern foreign language;
- gain enjoyment, pride and a sense of achievement.