FULBOURN PRIMARY SCHOOL

Our Approach to:

French

Aims:

- To ensure all children develop a love of languages and understand the value of communicating with people from different countries and cultures, supporting Mutual Respect and Tolerance.
- To develop pupils' knowledge and skills in listening, speaking, reading and writing, enabling them to communicate in French with increasing confidence, independence and accurate pronunciation.
- To develop secure knowledge of phonics, vocabulary and grammar, enabling pupils to build and manipulate sentences and apply their learning.
- To provide a clear and coherent progression across Key Stage 2, with pupils regularly revisiting and building upon previously taught knowledge.
- To develop pupils' cultural awareness, curiosity, resilience and respect for different languages, cultures and ways of life, supporting their development as global citizens and the British Values.
- To provide a strong foundation for continued language learning at secondary school, ensuring all pupils, including those with SEND, can access an ambitious and meaningful French curriculum.

Research base:

- Ofsted (2021) Research review series: Languages https://www.gov.uk/government/publications/curriculum-research-review-series-languages
- Ofsted (2021) Languages in outstanding primary schools https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/
- Teachers Handbook: SEND (NASEN)

Procedures:

- **French rather than another MFL** – French is taught at Fulbourn Primary School because it is the language studied by pupils when they transfer to the local secondary schools for which Fulbourn is a feeder school. The local secondary schools have expressed a preference for pupils arriving with a foundation in French. Teaching the same language at primary and secondary school therefore supports continuity, progression and a smooth transition into Year 7.
- **Kapow French** – From September 2023, Fulbourn Primary School has followed the Kapow online learning platform for French in Key Stage 2. The scheme provides a structured progression through the key areas of language learning.

- **Four key language skills** – The curriculum develops listening, speaking, reading and writing progressively. Pupils should have regular opportunities to hear, practise and produce French rather than relying predominantly on written activities.
- **Phonics** – French pronunciation and sound-spelling relationships are explicitly taught and revisited. Pupils are supported to hear, distinguish and reproduce French sounds accurately and to use their phonics knowledge when encountering unfamiliar vocabulary.
- **Vocabulary** – Key vocabulary is explicitly taught, modelled, practised and revisited. Vocabulary should be selected carefully so that pupils develop a useful bank of words and phrases which they can use in different contexts.
- **Grammar** – Grammar is taught explicitly and progressively. Pupils learn how words and phrases fit together to create meaning and are gradually supported to manipulate familiar structures to communicate their own ideas.
- **Progression** – Each year builds upon previous learning. Teachers should regularly revisit previously taught vocabulary, phonics and grammatical structures so that knowledge is retained and increasingly fluent language use develops.
- **Speaking and interaction** – Pupils should have frequent opportunities to practise speaking French with others through repetition, games, songs, paired activities, role play and short conversations.
- **Retrieval and repetition** – Low-stakes retrieval is used regularly to revisit previously taught vocabulary, phonics and grammar. This supports pupils to retain language over time.
- **Cultural awareness** – Learning French provides opportunities for pupils to learn about French-speaking countries, communities and cultures.
- **Global citizenship and British Values** – Through learning another language and exploring different cultures, pupils develop curiosity about the wider world. French supports mutual respect and tolerance, encouraging pupils to recognise and value linguistic and cultural diversity.
- **Links to other subjects** – Where meaningful, French is linked to other areas of the curriculum, including geography, history, music, art, mathematics and English. These links should enhance language learning rather than replace the teaching of French-specific knowledge and skills.
- **Enrichment** – We provides additional opportunities for pupils who are interested in language learning, including additional French through a specialist French teacher and an after-school Spanish club for pupils across both key stages.
- **Assessment** – Assessment is closely aligned with the planned curriculum. Teachers use ongoing formative assessment to identify pupils' understanding of vocabulary, phonics, grammar, listening, speaking, reading and writing.

Reading:

- **Reading aloud and decoding** – Pupils are given opportunities to read familiar French words and phrases aloud, applying their developing understanding of French phonics.
- **Reading for meaning** – Pupils read words, phrases and increasingly longer texts to develop their understanding of French.
- **Authentic texts** – Where appropriate, pupils encounter authentic and culturally relevant French texts, songs, poems, menus, labels, stories and other forms of written language.
- **Reading across the curriculum** – French reading materials can be used to support links with other subjects and to broaden pupils' knowledge of French-speaking countries and cultures.

- **Vocabulary development** – Reading provides regular opportunities to encounter previously taught vocabulary in new contexts, helping pupils to develop a richer and more flexible understanding of words and phrases.
- **School library and wider reading** – French books and other language resources are be available for pupils to explore independently and develop their curiosity about languages.

Inclusive by design:

- **Visuals** – Vocabulary should be supported by carefully chosen images, symbols, gestures and other visual representations.
- **Modelling and repetition** – Teachers should model pronunciation and sentence structures clearly and provide repeated opportunities for pupils to rehearse language before using it independently.
- **Scaffolding** – Sentence stems, word banks, vocabulary mats, phonics prompts and modelled examples should be used where appropriate to enable pupils to participate successfully while maintaining high expectations.
- **Phonics support** – French phonics should be explicitly taught and displayed where useful. Pupils should be able to refer to familiar sound patterns when attempting to pronounce or read unfamiliar words.
- **Chunking** – New language should be introduced in manageable chunks. Longer sentences can be broken down and rehearsed before pupils are expected to use them independently.
- **Accessible recording** – Written tasks should be adapted where necessary without reducing the ambition of the language being taught. Pupils may demonstrate their understanding through speaking, listening, matching, sorting, selecting, reading or writing, depending on the learning focus.
- **SEND** – Pupils with SEND should be supported to access the same ambitious curriculum through appropriate adaptations, including reduced cognitive load, additional repetition, visual prompts, pre-teaching and increased opportunities for oral rehearsal.
- **Retrieval** – Regular low-stakes retrieval activities should be used to strengthen pupils' ability to recall vocabulary, phonics and grammatical structures.
- **Confidence and risk-taking** – Pupils should be encouraged to have a go at speaking and using French without fear of making mistakes. Errors should be treated as a normal part of language learning and correction should be supportive and purposeful.

Glossary:

Cognate: A word in two languages that has a similar origin and meaning, for example important in English and important in French.

Culture: The beliefs, customs, practices, traditions and ways of life associated with a particular community or group.

Grammar: The rules and structures that explain how words are combined to communicate meaning.

Language: A system of communication using sounds, words and structures to convey meaning.

Phonics: The relationship between sounds and the way those sounds are represented in written language.

Pronunciation: The way in which a word or sound is spoken.

Retrieval: Bringing previously learned knowledge back to mind in order to strengthen memory and support future learning.

Sentence structure: The way words are organised within a sentence to communicate meaning.

Target language: The language being learned; in this case, French.

Translation: Changing spoken or written language from one language into another while retaining its meaning.

Vocabulary: The words and phrases that a person knows and uses.

Verb: A word that describes an action, occurrence or state, such as manger (to eat) or être (to be).