

## **OUR APPROACH TO TEACHING FRENCH**



At Queensway Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Children in Key Stage 1 and 2 at Queensway all learn French on a weekly basis with their class teacher. We also strongly believe that children even from as young as Nursery should be taught to recognise and celebrate where they come from and their similarities and differences with others. This is in line with the Sense of Self and People and Communities strands in the Birth to 5 document. Therefore as part of the daily routine, greetings, songs and small games are taught in the various languages spoken at home by children in the EYFS.

At Queensway Primary School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the language. ICT is used where appropriate to enhance teaching and learning.

There are four main contexts in which language teaching and learning takes place at Queensway.

### **1. Language lessons**

Children are taught specific skills, concepts and vocabulary in weekly dedicated lessons. Teachers may also decide to teach French as a block of lessons. The content of these lessons is reinforced by the class teacher during the week. The children's skills and knowledge are assessed at the end of every term using the Queensway Assessment Grids and teachers note who is working above, at and below expected. Parents are given a Knowledge Organiser at the start of every term with the key vocabulary and grammar that the children will be learning that term in French.

### **2. Languages embedded into other lessons**

Where appropriate, teachers give children opportunities to practice their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in PE; or children may count in another language whilst carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

### **3. 'Incidental' language**

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look') to ask questions ('what's today's date?') and to take the register, give children permission to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free, real life contexts.

### **4. Themed Days**

At Queensway we organise an annual French Day which enables us to raise the profile of the language and engage parents in children's learning. It is also an opportunity for children to use their language skills in different contexts and to learn more about French culture.