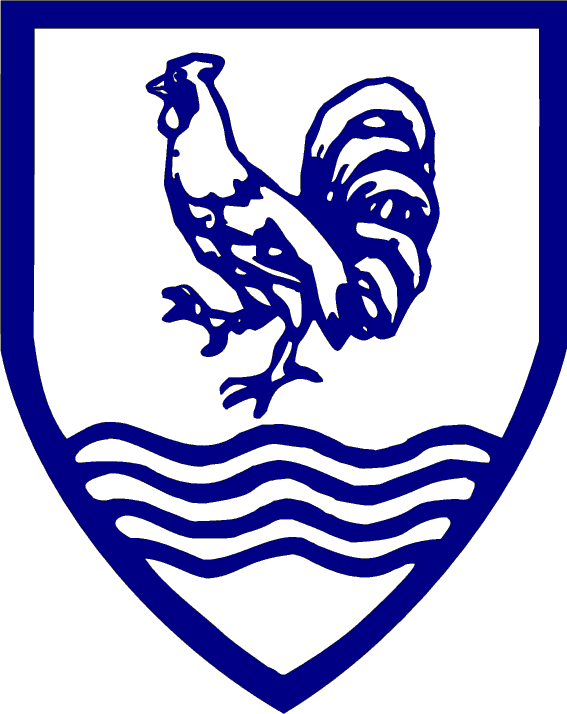
**Plat Douet School**

**French Policy**



**September 2019**

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to ‘be the best they can be’.

**Purpose of Study**

A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries (Jersey Curriculum, 2014).

**Subject Content- Key Stage 2: French**The teaching of French should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

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 simple phrases from memory, and adapt these to create new sentences, to express ideas clearly -describe people, places, things and actions orally and in writing -understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (Jersey Curriculum, 2014)

**Teaching and Learning**   
Pupils learn French in Year 2 and throughout Key Stage 2. In Year 2 French is taught for one 30 minute lesson per week. Year 3 to Year 5 pupils are taught French for one 30 minute lesson per week. In Year 6 it is taught for one hour per week.

Pupils in Year 2 will be introduced to basic language skills through games, songs and stories. Pupils in Year 3 to Year 6 each have a named Salut Jersey booklet relevant to their Year group: Year 3 (Première Partie), Year 4 (Deuxième Partie), Year 5 (Troisième Partie) and Year 6 (Quatrième Partie).

If for any reason the content of the booklet has not been completed during the academic year, the booklet will need to be completed at the beginning of the next academic year, before commencing the booklet relevant to the year group.

The booklets are kept in a named French folder which is passed up to the future class teacher every July so that each booklet is kept as an ‘aide memoire’ from Year 3 to Year 6.

A full list of coverage of each Salut Jersey Booklet is outlined in the school’s ‘Learning Coverage for KS2 French (2017-2018)’ document. Resources to accompany each Salut Jersey booklet are saved on the school’s Teacher Shared area.

During the summer term all Year 6 pupils complete a French assessment with outcomes being transferred to secondary schools.

**Cooperative Learning**

In French,lessons will be taught utilising cooperative learning approaches. Teachers know and apply their understanding of the PIES principles that underpin cooperative learning:

* (P) Positive Interdependence –**children feel on the same side and that they need each other;**
* (I) Individual Accountability -**children feel they can’t hide-** they are required to participate;
* (E) Equal participation -**children feel equal status;**
* (S) Simultaneous Interaction high % of class active -**children feel engaged;**

Teachers use at least one planned cooperative learning structure per Frenchlesson. This is recorded on the MTP planning.

* Teachers use a wide range of structures when teaching French.
* The structures used match the type of learning- see page 6.24 of Kagan Cooperative learning book.
* During lessons, teachers will also use quick unplanned structures. *For example ask a question, give children think time and then select a simple known structure such as RallyRobin or A’s tell B’s.*
* Teachers to adopt a no hands up approach in their classrooms.
* Teachers stop and fix a structure as needed.
* Children are placed in heterogeneous teams of 4 based on achievement levels, gender, personality and other factors.
* Children know their ‘face partner’ and ‘shoulder partner’ using these partners for verbal responses.

**Year 6 Residential Trip**An annual five-day residential visit to Normandy is organised for Year Six by the Deputy Headteacher, the French Lead and the school secretary.

Cultural visits are arranged during the stay to give the pupils an opportunity to build upon their geographical, historical, linguistic and gastronomical knowledge. Pupils also visit our link school in Gorron where they engage in paired conversation and take part in a sporting activity.

The school makes every effort to ensure that the trip is accessible to all students. Reductions to the total cost are made for all pupils who receive the Jersey Premium. Parents / carers who experience financial difficulties may also be supported.

**Alliance Française**The school benefits from the weekly support of a Teaching Assistant funded through the Alliance Française.This Teaching Assistant will either support the teaching of the class lesson or work with small groups of pupils out of class to reinforce key vocabulary and structures.

**N. Godfrey**

**October 2019**

**Appendix 1**

**Learning Coverage for KS2 French (2018-2019)**

An advisory document to support the Jersey Curriculum 2014 ‘French in Key Stage 2’ statutory content.

|  |
| --- |
| **Jersey Curriculum 2014 - Languages** |
| **Key Stage 2: French**  ‘The teaching of French should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.’  The following outline topics and grammar statement provide a framework around which the required statutory skills, knowledge and understanding of French for pupils in Key Stage 2, defined in the Jersey Curriculum 2014, can be delivered. |
| **Year 3 (Première Partie)** |
| **Year 3 coverage:**  Greetings – *Bonjour! Salut!*  Numbers 1-13  Introductions- My name is…/ Age/Brothers & sisters/Where I live  Parishes of Jersey  Places in France & Compass points (Nord, Est, Sud, Ouest)  Accomodation (maison, ferme, appartement)  Revision  Rooms in the house with definite article (le, la & les)  Days of the week  Numbers 13-31  Months of the year  Birthday (Mon anniversaire c’est le 15 avril)  Pets with indefinite article (un & une)  Likes & dislikes (Pets)  Colours  Revision  Self-assessment (I can…) |
| **Year 4 (Deuxième Partie)** |
| **Year 4 coverage:**  Classroom objects with indefinite article (un & une)  School subjects with definite article (le, la, les & l’)  Likes & dislikes (school subjects)  Sports with definite article (le, la & l’)  Likes & dislikes (Sports)  Revision (including numbers 1-11 & ‘where I live’ from Book 1)  Clothes with indefinite article (un & une) (also des)  Revision (including ‘my name is’, ‘where I live’, birthday, parish, type of accommodation, rooms of the house, likes & dislikes, colours- all from Book 1).  Self-assessment (I can…)  **Year 4 Grammar coverage:**  Personal pronouns – **Je, j’, tu**  Definite article- **le, la, les & l’**  Indefinite article- **un & une**  Conjugation of verb avoir – **j’ai**  Plural rule– **add ‘S’** (in most cases) |
| **Year 5 (Troisième Partie)** |
| **Year 5 coverage:**  Numbers 1-59  Food (at the market) with definite article (les & l’)  Food (at the bakery) with indefinite article (un & une) (also des)  Ice cream flavours (I would like…) with indefinite article (une)  Likes & dislikes (ice cream flavours) with definite article (le & la)  Currency (euro- 5, 10, 20, 50 & centimes- 1, 2, 5, 10, 20, 50) with indefinite article (un) and use of plural (s)  Food & drink including prices (at the café)- I would like…with personal pronoun (je & vous)  Alphabet & spelling of words  Places in a town with definite article (le, la, l’, les)  Map (places in town)- where is the ….? with definite article (le, la, l’)  Revision (including sports from Book 2)  Self-assessment (I can…)  **Year 5 Grammar coverage:**  Personal pronouns – **Je, j’, tu, vous**  Definite article- **le, la, les & l’**  Indefinite article- **un & une**  Conjugation of verb avoir – **j’ai**  Plural rule– **add ‘S’** (in most cases)  Begin to identify a **subject**, **verb** and **object**, **adjective** in a sentence.  \*Y5 grammar coverage is recapped from Year 4, with the addition of the personal pronoun ‘vous’ and beginning to identify a *subject, verb and object, adjective.* |
| **Year 6 (Quatrième Partie)** |
| **Year 6 coverage:**  Parts of the body withdefinite article (le, la, l’, les) and use of plural (s)  Food & drink (breakfast) with definite article (la, l’) (also du & des)  Survey (breakfast)- what do you have for breakfast? with indefinite article (un) (also du & des)  Revision (including numbers 15-30, days of the week, name, age, brothers/sisters, I live in…-all from Book 1 & 2)  Weather (il fait/ il y a) (also du & des)  Revision (including likes/dislikes-sports, classroom objects, clothes, subjects- all from Book 1&2)  Self-assessment (I can…)  \*Use of a dictionary should support pupils’ learning throughout the year.  \*Throughout the year and particularly during the Summer Term, pupils’ learning should link to preparation for the Year 6 French Trip.  Topic areas to be recapped/ discussed in preparation for the French Trip:  Greetings, introductions & manners  All about me  Days of the week  Likes & dislikes  Food (at the market)  Food (at the bakery)  Food & drink including prices (at the café)  Currency  Places in Town  Customs in France and French schools- similarities and differences  **\*All of the above topic areas can be recapped/taught through the use of all 4 Salut Jersey booklets. Customs can be researched during class time as well as encouraging pupils to research outside of school time.**  **Year 6 Grammar coverage:**  Personal pronouns – **Je, j’, tu, il, elle, nous, vous, ils/elles**  Definite article- **le, la, les & l’**  Indefinite article- **un & une**  Conjugation of verb avoir – **j’ai, tu as, il/elle a, nous avons, vous avez, ils/elles ont**  Plural rule– **add ‘S’** (in most cases)  Identify a **subject**, **verb** and **object**, **adjective** in a sentence  Conjugation of high frequency verb etre – **je suis, tu es, il/ elle est, nous sommes, vous êtes, ils/elles sont**  **\*Between Year 3 and Year 6, the above grammar should be covered. The full list of the grammar listed above should have been taught by the end of Year 6. Year 6 pupils complete their Grammar work in a separate Grammar book to the Salut Jersey booklet.** |
| **Grammar statement for Jersey Curriculum 2014 – French in Key Stage 2** |
| ‘ understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine forms and the conjugation of high-frequency verbs, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English’. |
|  |