



French

Intent		Our aim is to provide a practical, fun and effective start into learning French. At Porters we aim to allow all pupils to learn on an equal footing, especially taking into consideration that they may be EAL by background or socially disadvantaged. Learning French allows these pupils to shine and shows our belief that knowledge of world languages is useful, relevant and possible for all. Students will learn a variety of words and structures that allow them to communicate confidently across a range of topics. They gain the ability to learn a language effectively and to apply their learning in the classroom and in such a way that the knowledge is retained and can be applied both in and outside the classroom. They will be equipped for further learning at secondary school or indeed for use now and in later life. This is the aspiration that is built into the teaching and the learning of the subject, that learners can see their progress, understand how they can be successful, and set goals for an ambitious future.					
Implementation	What	In Key Stage 1, children learn a broad variety of everyday nouns and verb phrases across topics that are relevant to their lives. For example, greetings, introductions, fruit and vegetables and objects in the classroom. Key Stage 2 builds this knowledge to allow children to learn through stories and passages of French in a more in depth way, picking up a variety of verbs, tenses and advanced structures which are consciously and unconsciously learned and applied, with the aim of providing learners with a rich and fulfilling diet of French with swift and easy application.					
	How	<table border="1"> <thead> <tr> <th>Resources and Equipment</th> <th>Planning</th> <th>Environment</th> </tr> </thead> <tbody> <tr> <td>Our French teacher, Mr Morris, has authored the entirety of the course. This includes songs and other material taken from free online sources to keep the course up to date, relevant, and factually accurate where references to France and French culture are made. Mr Morris is able to reference some of the other languages spoken in the school and as such, show that learning another language is possible for all.</td> <td>The course follows a logical and progressive format. From key vocabulary we build up to structures and sentences using the vocabulary acquired along the way. Lessons are logical, sequential and both linear and cyclical in the sense that knowledge is reviewed with the goal of embedding, mastery and fluency.</td> <td>French is taught in the classroom of each individual class, so students feel at home and have all resources to hand. We seek to create fun, engaging and creative learning at all times in the environment of the classroom. Vibrancy, warmth and rigour are all part of our languages learning classrooms.</td> </tr> </tbody> </table>	Resources and Equipment	Planning	Environment	Our French teacher, Mr Morris, has authored the entirety of the course. This includes songs and other material taken from free online sources to keep the course up to date, relevant, and factually accurate where references to France and French culture are made. Mr Morris is able to reference some of the other languages spoken in the school and as such, show that learning another language is possible for all.	The course follows a logical and progressive format. From key vocabulary we build up to structures and sentences using the vocabulary acquired along the way. Lessons are logical, sequential and both linear and cyclical in the sense that knowledge is reviewed with the goal of embedding, mastery and fluency.
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Impact	Quality of Education	Behaviour and Attitudes	Personal Development				
	The reputation of the subject often speaks for itself, and French is no different in this respect: Children speak highly of the subject and its impact is monitored in line with the bottom boxes but also through word of mouth of the students, which is often the most honest, powerful and valuable tool in assessing quality. Mr Morris being an all-round linguist, his specialist knowledge in a variety of languages brings added credibility to the teaching of French in the school.	Learners are all encouraged to have fun learning the language but also to feel free to experiment with it in a safe environment, free from criticism and where the contribution of the individual is paramount.	Learners view their own cultures through the similarities and differences encountered in the study of French culture that comes up in the course. As such, they are given every opportunity to develop into reflective, tolerant and sympathetic individuals with a well-balanced approach to the world.				
Monitoring	Conversations with Pupils	Work Scrutiny	Planning Scrutiny	Teaching and Learning Observations			