

Name of Subject	Foreign Languages
<b>Aims and Objectives</b>	<p>The aims and objectives of learning a Foreign Language in Orton Wistow Primary School are to:</p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in French</li> </ul> <p><b>Objectives:</b></p> <p><b>Listening, exploring and speaking</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> <p><b>Understanding and communication</b></p> <ul style="list-style-type: none"> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <p><b>Applying and developing fluency</b></p> <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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</li> </ul>
<b>Teaching and Learning Style</b>	<p>The teaching is based on the guidance material in the Primary Framework for Foreign Languages (KS2) and supplementary material collected as a result of in-service training and development work within the local network of schools linked to a Language College (The South and Hampton Cluster Group)</p> <p>Teachers use a variety of techniques to encourage the children to have an active engagement with the Foreign Language, including games, role play and action songs. They use puppets and soft toys to demonstrate and present the foreign language.</p> <p>The school will invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of France. A multi-sensory and kinesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory.</p> <p>Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of a Foreign Language. Children's confidence is built through praise for any contribution they make, however tentative.</p>
<b>The Foundation Stage</b>	<p>Learning a foreign language is not one of the seven areas of learning outlined in the Foundation Stage curriculum. However, if topic based learning allows for the introduction of a different language in Understanding the World or Personal, Social, Emotional Development, then children should be given the opportunity to learn greetings and simple comparisons such as names of colours and counting.</p>
<b>Assessment and Recording</b>	<p>Teachers assess children's progress informally and formally during the lessons, evaluating progress against the four national Attainment Targets of:</p> <ul style="list-style-type: none"> <li>• Listening and Responding;</li> <li>• Speaking;</li> <li>• Reading and Responding;</li> <li>• Writing.</li> </ul> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>

**Resources**

Tout-le-monde French Level One and Two  
LCP French Level One and Two + Interactive Activities  
Multi-lingual books for children  
French dictionaries  
'Dragon'  
Finger puppets