



## French

### Subject Intent

As we are becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At St Luke's RC we believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our focus on being "Lukies"; We are Loving learning another language, we understand that we are all Unique and all speak different languages, we are Kind about different cultures, we are Inclusive and would welcome anyone whose first language isn't English, we are Empathetic learners and we Strive to do our best during French lessons.

**Learning a language enriches the curriculum**, providing excitement, enjoyment and challenge, helping to create enthusiastic learners and develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

**Language learning stimulates children's creativity.** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

**Language learning supports oracy and literacy.** Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work. They sing songs and recite and perform to an audience and respond to a wide range of oral stimuli. This emphasis on communication, including language learning, is an important role in the 'education of the ear', which underpins children's capabilities in oracy, which is critical to effective communication, as well as a key foundation for literacy.

**Language learning leads to gains across the curriculum.** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

**Language learning supports and celebrates the international dimension.** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world.

### National Curriculum Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.