



THOMAS'S FULHAM FRENCH POLICY STATEMENT

This document is a statement of the aims and principles for the teaching and learning of French at Thomas's, Fulham.

The curriculum is introduced in Reception through to Year 2. As of Year 3, we follow the language recommendations of Key Stage 2 of the National Curriculum.

How is French taught and learned at Thomas's Fulham?

During Reception and Year 1 the principle goal is for children to have the confidence to communicate orally. A broad selection of vocabulary and phrases are taught through stories, video clips, songs and role-plays. During Year 2, children are gradually introduced to specific 'phonic sounds' in order to be able to read and write short sentences relating to a particular topic. Pupils are attuned to language and have experience of the techniques of successful language learning. During Key Stage 2, Years 3 to 6, pupils begin to understand, speak and write in French. They become familiar with the sounds, written form and grammar of the language and use this knowledge with increasing confidence and competence to express themselves in role plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts. Comparisons are made between French and other European languages where appropriate.

AIMS

Our aims in teaching French are to equip all children:

- to become familiar with the sounds, written form and grammar of a modern foreign language;
- to use their knowledge with growing confidence and competence to understand what they hear and read and to express themselves in speech and writing;
- to use French as the principal means of communication within the classroom and beyond, where opportunities exist;
- to increase their cultural awareness by learning about French-speaking countries and their people;

Principles of the teaching and learning of French

French is important because:

- skills in listening, reading and memory, accuracy in speaking and writing and an understanding of language structure ease the way for future study of other languages;
- the ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world;

- through the study of the language and culture of France and French speaking countries, pupils begin to see themselves as citizens of a wider community;
- pupils foster an appropriate, sympathetic and tolerant manner when communicating with people whose first language is different from their own;
- it is an examined subject at 13+ Common Entrance;

At Thomas's Fulham it is the subject teacher's responsibility to ensure that correct and relevant literacy skills remain a focus for all pupils whilst completing any French written task. By continuing to support and reinforce all aspects of literacy in French will enable all pupils to progress effectively.

The reinforcement of mathematical skills and knowledge within French lessons must also be implemented where appropriate, to highlight its importance and relevance in education and with a view to everyday life.

The French department acknowledges that children learn, achieve and progress at different levels and in different ways. Teachers plan differentiated lessons to ensure children have access to and engage in a significant, relevant and challenging curriculum. All planning, teaching and learning is created with regard to the school's SEND, EAL and Most Able Policies.

Our approach to effective learning

The approach to learning at Thomas's Fulham embeds and practises essential skills that will best equip children for 21st century education. Key skills are incorporated within all lessons so that every pupil can understand how they learn. These skills are integral to all teaching and learning at Thomas's Fulham. The key skills known as the 4Cs are outlined below:

- **Collaboration** – the ability to work effectively with others and develop an appreciation of one another
- **Communication** – the ability to convey ideas and opinions confidently whilst working co-operatively
- **Creativity** – the ability to turn new and imaginative ideas into reality
- **Critical Thinking** – to explore new ways of thinking in order to solve problems and to make decisions and take action as appropriate.

Reinforcing lifelong learning habits is crucial to establish at an early age, forming good habits for future success. We use four learning habit animals, to hone these vital study skills. The Learning Habits are outlined below:

- **Questioning (represented by The Inquisitive Monkey)** – Being curious and sociable, knowing that asking questions to find out more will deepen understanding when learning. Collaborating and discussing ideas are essential elements of this learning animal's skill set.
- **Resilience (represented by The Adaptable Chameleon)** – Experimenting and making mistakes, as well as knowing that being resilient and getting something wrong is a crucial part of the learning process. Keep trying until you get the answer.
- **Linking (represented by The Strategic Spider)** – The ability to realise that uncovering the bigger picture and understanding the relationship things have in the world are vital. Linking

ideas together in a big web and thinking creatively are very important habits as an effective learner.

- **Thinking (represented by The Reflective Owl)** – to think deeply and draw conclusions from their learning. Being self-critical and working out how to improve are key. Children ask what have they learned, what do they want to learn next, and how are they going to do it successfully?

Our teachers have been increasingly working with digital resources and instructional technology to enhance pupil learning. Media literacy, Information Literacy and Digital Literacy skills are embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis
- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills
- The 1:1 iPad programme across Years 3–6 ensures pupils are able to create, share and collaborate using digital resources both in and outside of school

Our 10 school values (kindness and courtesy, honesty and respect, leadership and confidence, givers not takers and humility, independence and perseverance) underpin all aspects of teaching and learning at Thomas’s Fulham. They are clearly understood and encouraged by every member of the school community, with pupils using the school values to guide their actions, attitude and behaviour within lessons. Incorporating both these life skills and our school values into their daily learning, allows pupils to understand fully how they learn and how they can learn from one another. Digital Learning, the 4Cs and our Learning Habits also help pupils make the important link between their learning within the school environment and applying this to the outside world, transferring these skills to everyday life. *(See Thomas’s Fulham’s Learning Circles)*

See also: [Curriculum Policy](#), [EAL Policy](#), [Most Able Policy](#), [SEND Policy](#), [Fulham Teaching & Learning Policy](#)

This policy will be reviewed annually			
Reviewed: January 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest review: January 2020	By:	Susannah Bell, Curriculum Deputy Head & Carolyn Hawkins, Subject Leader	Changes made
Next review: January 2021	By:	Susannah Bell, Curriculum Deputy Head & Carolyn Hawkins, Subject Leader	