

# Redhill Primary Academy

## Primary Languages: French Policy



Signed

A handwritten signature in black ink, which appears to read "Beth".

Mrs Beth Tutchener-Ellis, Chair of Governors

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## **Introduction:**

This policy sets out the school's vision, aims, principles and strategies for the teaching and learning of languages. It is the basis for the development of languages in our academy for the next four years in order to meet the Government requirements of every child being entitled to study a foreign language, and was created in during the summer term 2015, reviewed biannually thereafter.

The following document has been written with reference to the National Languages Strategy, the Key Stage 2 Framework for Languages, the QCA Scheme of Work, the National Curriculum Online non-statutory Guidelines for MFL, the European Languages Portfolio, the Languages Ladder, Enjoyment and Excellence and Every Child Matters.

The policy is available for all teaching and non-teaching staff to use as a reference for planning and delivering the languages programme at Redhill Primary Academy. Parents and governors can access the policy via the school website and a copy is available to view at the school office.

## **Vision and rationale for primary languages:**

We believe that learning a foreign language can enrich the life and experience of our children. Language learning enables young people to express their ideas and thoughts in another language, and to understand and respond to its speakers, which is essential, practical knowledge for all global citizens in the 21st century. More than this, it about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it.

## **Purpose of study**

*“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”*

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

## **Aims and objectives of the languages provision at Redhill Primary Academy:**

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the

foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We aim to:

- foster an interest in learning other languages;
- provide an enjoyable and challenging languages curriculum
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

The children are taught how to:

- ask and answer questions;
- read stories, songs, poems, rhymes and other short texts;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in French;
- write from memory about themselves;
- look at traditions in another culture.

We also aim to develop teachers' confidence and competence to teach languages and embed languages across the curriculum. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required.

### **Language curriculum:**

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum

standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

It is designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners. To aid progression within our medium term planning (set out in our knowledge unit overviews), we draw on the non-statutory KS2 languages framework guidance. We regularly review our teaching of French at curriculum meetings.

In line with Framework guidelines, all pupils learn languages for no less than 30 minutes per week. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines. In addition, there are opportunities for the learning of additional languages in our celebration of European Languages Day in September and through our extra-curricular clubs in French, German and Spanish. The languages curriculum is aligned wherever appropriate with the learning context, content and aims of other subject areas, to enhance the cohesion of learning experiences for our pupils. The overview scheme of work for each year of KS2 is available on our website and set out below.

#### Overview of Focusses in Primary French SoW

Key: Progression in 4 skills, Culture example highlighted, Grammar example highlighted adjectives, Year 6 Celebration				
Term	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	A new start	My school, your school Age/days Introducing teacher and friends Classroom objects	My school /your school Subjects Likes and dislikes	My everyday life/ your everyday life a comparison of routines Time
Autumn Term 2	The calendar and celebrations  Christmas	My local area /your local area Shops Everyday shopping Shopping for gifts Christmas	Where I live / where you live Buildings and places of interest  Christmas (shopping)	Where I live/where you live House and home  Christmas (comic performance)
Spring Term 1	Epiphany  Animals I like/ don't like	Epiphany  A family tree Faces	New Year Celebrations Healthy Eating Shopping at the market	New Year Celebrations Playing sport and enjoying sport How to play certain sports
Spring Term 2	Carnival, colours and playground games  Easter	Celebrating carnival Parts of the body and descriptions Our own class aliens Easter	Carnival Colours Clothes descriptions Fashion shows	This is me! Preferences/feelings and characteristics All the fun of the fair Fairground rides and opinions/descriptions
Summer Term 1	Food we eat everyday – fruit and breakfast foods	Feeling well / unwell Jungle animals and fantastical animals	Weather and countries Weather forecasts	Going to the restaurant and cafe culture
Summer Term 2	Going on a picnic!	Summertime Weather Seasons Ice creams	Going to the beach	Performances! Simple plays to perform for pleasure for each other/ other year groups

Due to the partial closure of schools and the impact this had on learning, from September 2020, the Academy decided to review their language offer. The Academy became members of the Primary Languages Network, following their scheme of work. As a result of following a new scheme and lost learning, staff felt that children needed to consolidate previous learning before moving into new learning. Therefore, Years 3 & 4 follow the Year 3 curriculum and Years 5 & 6 are completing the Year 5 curriculum. Over time, this will ensure that clear foundations and progression are made in all areas of language learning.

The languages programme is planned and implemented following the objectives of the five strands of the National Curriculum. These are:

- Listening
- Reading
- Writing
- Speaking
- Intercultural Understanding

Listening:

We aim to ensure that children spend a lot of their time listening with frequent opportunities will be provided to listen to a good model of pronunciation (supported by native resources).

Children will explore patterns and sounds by listening to songs and rhymes as well as sentence level work and stories.

Children will be exposed to the foreign language and encouraged to identify similarities and differences with their own language; this supports the development of children understanding of the language structure and build their confidence in communicating effectively.

Reading:

We aim to ensure that children have access to good quality French texts as well as French words written on the board, on display and on presentations. This is so that children can learn to read carefully and develop understanding of words, phrases and simple writing in French.

Writing:

Children will have opportunities to copy French phrases into their French books, complete sentences and by year 6 complete short paragraphs. The objective is that children will be able to write phrases from memory and adapt these to express ideas clearly.

Speaking:

Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children will learn to speak in sentences, using familiar vocabulary, phrases and basic language structures. They will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. As they become more proficient, we would aim to have children confident enough to present ideas and information orally to a range of audiences.

Intercultural understanding:

Activities specific to the language lessons aim to encourage children awareness of other cultures with the aim of appreciation of similarities and differences. Outside French language lessons, children are encourage to explore other cultures and countries though subjects like Geography, RE and PSHE.

Language learning strategy:

The aim of introducing the language programme at Redhill Primary Academy is to encourage children to appreciate the foreign language and develop their interest and ability to learn a foreign language; therefore, activities will encourage children to reflect and become aware of how they learn languages.

The organisation of the languages programme

French is delivered by the class teacher with planning support and resources provided by the co-ordinator.

In addition to these sessions, there will be reinforcement sessions delivered throughout the week, such as talking about the weather, dinner numbers, songs and word of the day.

The delivery and development of cultural awareness will be supported by activities in other subject and special occasions:

- Citizenship/PHSE/International Dimension
- Special events with parents' involvement/Breakfast theme events/Festivals
- Displays of target language speaking countries
- Celebrations of Religious Festivals

### **Curriculum leadership and management:**

The academy's language co-ordinator, Lydia Cartwright, in conjunction with the head teacher, leads the provision of languages within the school. It is the responsibility of the head teacher and governing body to ensure that statutory requirements are being met.

The KS2 language co-ordinator is responsible for:

- developing a primary languages curriculum which allows substantial progress to be made in French across KS2
- leading teaching and learning
- monitoring and evaluating standards of language teaching and learning across the key stage
- managing the resources, which support curriculum delivery
- implementing arrangements for assessment in primary languages and overseeing the recording and reporting of pupil progress
- managing the professional development needs of other teachers involved in the delivery of primary languages.

### **Language teaching methodology:**

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self, family and pets. As learning develops, pupils are given more and more opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. The develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two or three topics.

### **Resources:**

Teachers make use of a wide variety of resources, including ICT through our learning platforms of the Primary Languages Network and of Purple Mash, and learning activities, including games, information finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills. There are clear links with literacy, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs, audio/visual materials. These are held centrally by the language co-ordinator. Each class has their own set of dual-language French story books and a set of dictionaries.

The languages co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal Academy procedures and is based upon the languages budget. The amount of this budget reflects the degree of priority given to languages in the School Development Plan.

### **Embedding languages in the curriculum and exploiting opportunities:**

The academy believes pupils will learn languages more effectively by having frequent exposure to them. As staff become more aware of language teaching methodology, languages will be increasingly embedded in the curriculum. The primary language co-ordinator will highlight opportunities in medium term planning and provide the necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the academy are responsible for ensuring this.

### **Assessment, recording and reporting:**



Assessment in languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. Assessment is completed across the four language skills and the progress made in these throughout KS2. During lessons, the class teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Pupils' work will be completed in an exercise book, which will be an additional source of ongoing evidence of progress, amounting to a portfolio. This work will be marked in accordance with the Academy's policy. For reporting purposes, each year, and in line with the reporting arrangements for all other subjects, the pupil's individual achievement with respect to the expected learning aims for each year will be communicated to parents in our annual report. For the purposes of transition, we have well-established lines of communication with receiving secondary schools.

### **Inclusion:**

The academy firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive images of languages being spoken by people of both sexes will be promoted.

Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress. Each child will be given access to same learning opportunities, resources and equipment appropriate to their individual needs.

More able pupils are taught in their own class and challenging learning activities will be provided through differentiated group work, questioning and more challenging resources such as higher level reading books. More able pupils will be indicated to the secondary school to ensure effective progression.

EAL and speakers of languages other than English are encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages.

### **Health & Safety:**

Refer to the academy's Health and Safety document.

### **CPD opportunity for all staff:**

The languages co-ordinator will attend any available subject leader meetings and development courses to support their work in the academy and cascade any relevant information to staff during staff meetings or on staff development days. The co-ordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The MFL coordinator is a member of the network email group and can access the PLN Twitter account, the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to

obtain current and up to date information. All staff have access to the PLN VLE, all its materials, including upskilling sessions and lesson by lesson planning

**Review:**

Monitoring is carried out by the head teacher and the language co-ordinator, in the following ways:

- ongoing, information discussion with teachers and pupils
- review of work in pupil books
- review of languages planning
- team teaching
- observation of teaching

There is a biannual review of this policy by the languages co-ordinator. A major review involving all staff will take place every four years.