

Modern Languages Foundation Subject Policy

Intent

'To learn a language is to have one more window from which to look at the world.'

Chinese proverb

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.

WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively

Learning a foreign language is statutory for all Key Stage 2 pupils. Through the use of our progressive scheme of work, it is our intent that we offer a range of engaging topics to motivate and inspire pupils. Vertical links between teaching units, will enable pupils to make links between prior learning and new and current learning. Furthermore, cross-curricular units offer a horizontal or diagonal link to another subjects.

WE CAN offer enriching activities, events and experiences

It is our intent that pupils gain a holistic and enjoyable experience of French during their time at Grendon. We intend to encourage pupils to enjoy learning new languages through the organisation and delivery of Whole-school days (e.g.: Global Day) or Junior Leader Days. A French club is offered to pupils in KS2, which gives them the opportunity to broaden their French vocabulary and allows them to experience different elements of French culture.

WE CAN work together to remove barriers and ensure equality

Our intent is that French is accessible to all pupils, regardless of their abilities.

WE CAN build independent and resilient learners who are able to communicate confidently

It is our intent that speaking and listening is a fundamental part of language learning; French lessons develop pupils' communication skills. The curriculum for Modern Foreign Languages is focused on listening, comprehension and speaking. It is our intent that pupils have practical opportunities to repeat and rehearse vocabulary and phrases. It is our intent that pupils learn to correct their own mistakes and build their resilience. Pupils are encouraged to refer back to scaffolds and prior learning when required. It is our intent that pupils develop the knowledge, confidence and skills to become increasingly independent with their French.

WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern

It is our intent that our Foreign Languages curriculum removes barriers and promotes tolerance and respect of other cultures in our diverse school community. Language learning enables pupils to appreciate and celebrate the achievements of pupils whose first language is not English. Pupils are taught to respect differences in the way people communicate and to look for similarities and differences in vocabulary and grammar.

WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain

It is our intent that by learning another language, pupils may discover a talent or passion for learning languages. Pupils who have a positive, enjoyable experience learning a foreign language at primary school, will be better prepared for secondary education. Students who excel in learning languages, may wish to pursue a career as an interpreter, a teacher or a flight attendant.

Implementation

Roles and Responsibilities

- The class teacher is responsible for delivering French learning as outlined in the curriculum
- The French subject leader is responsible for:
 - Updating unit plans in response to annual evaluations,
 - ensuring all resources for teaching are available and well organised, this includes ensuring the annual subscription to 'Language Angels' is renewed,
 - offering support with French teaching and learning,
 - maintaining an oversight of assessment outcomes,
 - monitoring the quality of teaching and learning,
 - keeping up to date with the latest best practice French teaching.
- The Curriculum Manager is responsible for supporting the French subject leader in their role.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Headteacher is responsible for overall academic provision and performance.

Organisation

French is taught as a regular subject in Key Stage 2. We follow the 'Language Angels' Scheme of Work to ensure progression and support for non-specialist teachers. In Year 4-6, pupils complete 3 French units each academic year. The scheme is progressive and units are either EARLY (Year 3) INTERMEDIATE (Years 4-6) or PROGRESSIVE (Year 6). Each unit 6 hours long. Teachers are required to split each lesson in the scheme into 2 parts, teaching each lesson over 2 weeks. Early units (Year 3 only) are shorter so a new unit will be taught each half term. The units are outlined as unit plans in the Curriculum Document. French is included in the annual cycle of homework projects. This allows children to engage in project based design work at home with their families. In addition, 'Language Angels' offer interactive games so that pupils can practise and consolidate French learning at home.

French is included in the annual planned opportunities to share learning with parents.

Teaching and Learning

A French unit should follow the lesson plans provided by 'Language Angels'. These will ensure progression through the different skills (listening, speaking, reading, writing and grammar). Best practice is for French lessons to use the slides provided by 'Language Angels' which include key vocabulary supported by images and illustrations, as well as audio sound files. A variety of tasks, enabling the pupils to develop their listening, speaking, reading and writing skills, should be used over the course of the topic. Lessons should provide opportunities for pupils to repeat, practise and rehearse new vocabulary. Practical tasks and activities set in a real-life context enable pupils to rehearse and communicate in French. Lessons are interactive and often involve songs, rhymes, games and role-play, as well as independent tasks.

Modelling:

The 'Language Angels' website provides songs, games and teaching slides to introduce and teach French vocabulary and grammar. The vocabulary is displayed and reinforced visually with pictorial clues, whilst audio files teach pupils the correct pronunciation.

Scaffolding:

To enable all children to develop from their starting points, scaffolding strategies should be used to enable children to complete an increasingly challenging standard of work with increased independence. Language Angels offer a range of scaffolds to cater for pupils demonstrating different levels of competence. Key vocabulary is introduced at the start of each unit and can be referred back to each lesson as and when pupils need this support. French vocabulary for the topic that is being taught is displayed on classroom walls.

Differentiation:

Children of all ability levels should be supported to access French work and to record their ideas in an appropriate way. Language Angels provides differentiated activities to cater for all pupils and a range of abilities. There are three levels of challenge for every task; consequently, SEND pupils are able to access the learning at their level, whilst higher attaining pupils are challenged. In some instances, adult or collaborative, peer support may be appropriate.

Skills:

Predominantly, pupils will be developing their communication skills. Learning a new language involves a huge amount of listening, speaking and comprehension. It is after all, a form of communication. Furthermore, they will learn to read and write some French phrases in order to communicate information, ideas and opinions. Children will have opportunities to work collaboratively and develop team work skills when participating in games and role play activities. Pupils will be presented with new vocabulary each lesson, through the course of a unit and over the year and they will require an element of resilience to tackle new learning and further develop their French knowledge.

Cross Curricular Opportunities:

Language Angels offer creative curriculum units to engage and motivate pupils. Such units offer horizontal and diagonal links between French and other subjects, within and across year groups. Furthermore, links can be made between French grammar and English grammar. The National Curriculum requires pupils to: understand basic grammar appropriate to the language being studied, including: 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.

Planning Process

Unit Plans:

A unit plan showing content and progression is provided to staff in Curriculum folders.

- Vertical links allow French learning to build progressively between year groups.
- Horizontal links allow children to link their French learning to other subjects in their year band.
- Diagonal links allow children to link their French learning back to other subjects covered in earlier year groups.

Mapping:

Teachers delivering the unit will be able to access individual lesson plans for their unit of study. Teachers map out what they will teach each week (this is particularly relevant when splitting a one hour lesson plan into two x half hour lessons). The French subject leader is available to offer advice on Medium Term Planning. At this point, class teachers must identify which resources will be required, check what is available and make a request to the French subject leader for any additional resources required.

Lesson Planning:

Teachers should follow the guidance on the individual lesson plans in order to deliver the required content. No extra lesson plans need to be created. Lesson plans reference slides, resources and

differentiation. They also offer guidance on timings for each activity. This can help the teacher when they are deciding how to split each one hour lesson.

Resources

Language Angels offer a wide range of resources. All lesson plans, presentations and resources are available on the Language Angels site. Lessons include teaching notes to support non specialists in delivering high quality lessons. These are listed in each lesson of each unit. Any supplemental resources (e.g.: role play props, flash cards, books, songs and games) are stored in the PPA room.

Equality and Inclusion

French teaching will be accessible to all children and challenge them appropriately. Where children need additional support this may be provided through scaffolding or adult support as part of universal provision.

Recording

Children from Year 3-6 have a French exercise book in which they are able to record any of their own individual work. It is a requirement that their knowledge organiser and vocabulary word bank are glued into books at the start of a new unit. It is appropriate to use Language Angels resources and these can be stuck into books. Class teachers should display the appropriate vocabulary for their current unit in the classroom.

Impact

By the end of their time at Grendon Primary School, children will have been exposed to a wide range of French topics. They will acquire a wide range of vocabulary, learn to recognise these words when reading, pronounce these words correctly and spell words accurately. They will be provided an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Assessment

Assessments are made at the end of each unit. Class teachers refer to the assessment criteria provided by the 'Language Angels' Scheme of Work. These are referenced on unit plans and must be used to make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard. The French will analyse the data and identify strengths, weaknesses and any area where additional support is needed.