

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. (NC2014)

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. French is taught as a regular subject with weekly lessons throughout the year. Content from the National Curriculum has been divided between the year bands to ensure a progressive curriculum. All strands of learning including listening, speaking, reading, writing and grammar are taught. Decisions regarding sequencing follow guidance from our Scheme of Work, Language Angels.

Links between subjects strengthen and support pupils' knowledge and understanding. Cross curricular reading, writing and maths is embedded across the curriculum.

Vertical links embed learning in the same subject across year groups or units. For example, children are introduced to numbers up to 20 in Year 3, and use and extend this knowledge in Year 4 when learning about dates and birthdays.

Horizontal links link learning in the same year group with another curriculum subject. For example, in Year 5, pupils learn about Space in Science and complete a unit called 'Les Planètes'

and Diagonal links link learning in a different year group with another curriculum area, for example, Year 5's weather unit links back to Year 2 Geography learning on the weather.

In LKS2 children start their French education, learning greetings, numbers and simple grammatical phrases. In UKS2 children cover a variety of units that enable children to hold simple conversations. Week by week, a balance of the five main skills will be taught.

In Year 5, a Parent Share Session is held and parents are served a French breakfast in our French Café.

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. Children eligible for Pupil Premium funding are prioritised for questioning or support in class. For children with SEN or EAL needs, adaptive teaching strategies are implemented as required.

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. In addition, pupils in Year 3 and 5 have a more challenging creative curriculum unit, and Year 6 children end their time at Grendon with a 'Progressive' teaching unit.

Pupils are encouraged to show independence by referring 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. Children enjoy identifying cognates across units.

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.

An interest in languages at primary school may inspire children to pursue a career in business, as an interpreter a teacher or in travel.

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.

Subject 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).

With the exception of Year 3 where shorter EARLY units are delivered in the Autumn and Spring terms, teachers are required to teach each lesson over 2 weeks. 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 language learning at home with their families. In addition, 'Language Angels' offer interactive games so that pupils can practise and consolidate French learning at home throughout the year.

Planning Process

Unit Plans:

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

Medium Term Planning:

Teachers delivering the unit should 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). When choosing recorded tasks, consideration should be given to providing a balance over the course of the unit between speaking, listening, grammar, reading and writing. The French subject leader is available to offer advice on Medium Term Planning.

Lesson Planning:

All lesson plans, presentations and resources are available on the Language Angels site. 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.

Resources:

Language Angels offer a wide range of resources.

Log in details are as follows:

Username: grendonb14

Password: grendonb14

Teachers can use additional resources such as props, role-play items or puppets to supplement teaching.

Equality and Inclusion:

Planning must ensure that french teaching will be accessible to all children and challenge them appropriately. Where children need additional support teachers should plan how to provide this through scaffolding or adult support as part of universal provision.

Teaching and Learning

At Grendon, a good lesson in French would include a weekly review, a clear purpose, new vocabulary, independent application and a summary of learning.

French lessons should feature the slides provided by 'Language Angels'. These include key vocabulary supported by images and illustrations, as well as audio sound files.

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 should be interactive and often involve songs, rhymes, games and role-play, as well as independent tasks.

Teachers should apply the principles of quality first teaching from our 5-a-day approach to their French lessons.

- ☀ All lessons should start with a 'Weekly Review' of previously taught vocabulary.
- ☀ The Learning Objective/ focus for the lesson should be shared with pupils and the new content taught. Teachers should use the 'I do, we do, you do' approach to help embed new vocabulary and skills.
- ☀ Teachers should show tasks on board to ensure explicit instruction.
- ☀ Pupils should engage in an independent task (this could be recorded in books, be practical role-play or paired work).
- ☀ There also needs to be a plenary/ summary for learning to be summarised or to introduce the new learning for next week.

Adaptive Teaching:

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.

Recording:

Children from Year 3-6 have a French exercise book in which they are able to record any of their own individual work. This book will transition up the school with pupils, allowing them to look back at previous learning.

It is a requirement that the 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 should be glued into books.

Marking should follow school policy. It is appropriate to add a celebratory comment in French.

Bravo! Super! Fantastique! Bon effort! Bien fait. Impressionnant! Bon travail.

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 broad range of vocabulary, learn to recognise these words when spoken or through reading, pronounce these words correctly and spell common words or phrases. 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 and beyond. 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 should use the End of Unit Assessments (EUA's) provided by Language Angels. These assess pupils' listening, speaking, reading and writing skills in the final lesson of each unit. Class teachers should 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. Class teachers will use this information to inform future teaching. Assessments are saved on the network and data is collected and recorded by the French Lead. The French Lead will analyse the data and identify any trends, strengths or weaknesses and any area where additional support is needed.