



Nurturing **Ambition Through a Living Faith**

Language Policy

Vision

Our Academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Bible

‘Let us not love with words or speech alone but with actions and truth.’ — 1 John 3:18

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.

‘Languages programmes of study: Key Stage 2 National curriculum in England’

Why French?

At Darwen St James we teach French to all key stage two children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Aims and Objectives

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.

Curriculum Organisation

We teach the French language to children in Key stage two for 60 mins a week, every other half term, using Kapow French. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.
- teaching and learning style

Inclusive Practice & Adaptive Teaching in Languages

We are committed to ensuring equal access to foreign language learning regardless of race, gender, intellectual, or physical ability. Language teaching is adapted proactively so all pupils—including those with SEND—can access the learning:

- **Visual & Graphic Supports:** Use of dual-coding, flashcards, symbol cards (e.g., Widgit) and structured sentence builders to aid vocabulary recall and reduce cognitive load.
- **Audio & Oral Modeling:** Utilising teacher-led choral repetition, native-speaker audio recordings, and talking tins/recordable buttons as alternatives to immediate written output for practicing pronunciation and listening back.
- **Chunking & Scaffolded Instruction:** Breaking down new language into small, manageable phonic and lexical chunks; using fill-in-the-blank gaps, sentence stems, and guided speaking frames before expecting independent production.
- **Multi-Sensory & Physical Adaptations:** Incorporating physical gestures, physical word cards for tactile sentence building, large-print text overlays to support varied processing speeds and visual needs.
- **Collaborative Speaking & Peer Modeling:** Utilising talk partners, choral repetition, and structured role-play pairs to build confidence, foster peer support, and reduce anxiety around speaking aloud in a new language.

Assessment

- **Kapow Scheme:** Used as the primary delivery platform and assessment framework from Year 3 upward.
- **Assessment:** Teachers assess progress using entry and exit tickets, low stakes quizzes and observations throughout the lesson. We aim to use the four national attainment targets to evaluate the progress of each child in:
 - ☐ listening and responding;
 - ☐ speaking;
 - ☐ reading and responding;
 - ☐ writing.

Roles and Responsibilities

- **Languages Subject Leader:** Oversees curriculum progression across Key Stage 2, audits physical teaching aids, supports staff CPD, and ensures adaptive teaching strategies are embedded.
- **Class Teachers:** Plan and deliver adapted language lessons, assess progress across listening, speaking, reading, and writing, model accurate pronunciation and phonics, and embed cultural awareness into daily routines.
- **Support Staff / TAs:** Facilitate small-group oral practice, assist with visual sentence builders and physical props, support pupils with SEND during active listening tasks, and reinforce target vocabulary.
- **Headteacher & Governors:** Oversee statutory curriculum compliance, resource and scheme funding, health and safety protocols for educational visits (such as cultural days), and long-term provision planning for foreign language learning.