



HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

Foreign Languages French Policy

Headteacher

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BE POSITIVE

BE PRO-ACTIVE

BE PROUD

HEAP BRIDGE VILLAGE PRIMARY SCHOOL

Statement of intent:

At Heap Bridge Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others.

At Heap Bridge Primary school, we intend to use the Language Angels scheme of work and resources for French to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage two.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the KS2 primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

Aims of our languages curriculum:

The aims of Primary Languages teaching at Heap Bridge Primary School are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- Give an extra dimension to teaching and learning across the curriculum.

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Development of knowledge, skills and understanding

Our approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The languages curriculum of the school which will follow the Language Angels scheme of work for French will ensure pupils experience the following:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): 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.

Speaking and listening

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- Write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

Implementation Strategy:

At Heap Bridge we follow the Language Angels scheme of work for French. All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

At Heap Bridge Primary School French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

There are three main contexts in which language teaching and learning take place.

1. Languages lessons

Each KS2 class has a timetabled lesson of at least 45 minutes per week. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. Pupils with SEND have access to the curriculum through variation of task, grouping or support from an adult.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL involves lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise,

produce model when learning vocabulary. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3. 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('what is today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate, worksheets completed by the children may be kept in their books which from September 2022 will be passed through the years and become a portfolio of their learning. We are also in the process of updating our systems so that teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to a centralised secure file store on their Tracking & Progression Tool.

Some work will also be displayed on our school class blog.

Cross-Curricular Links

English/Literacy

Languages contribute significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through repeating words and short phrases. Children's speaking and listening skills are enhanced through the use of asking and responding to set questions and by listen attentively to spoken language and show understanding by joining in and responding. They develop their writing ability by reading, copying and writing independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date. They write sentences and short texts independently and from memory. Pupils' writing is supported by the use of writing frames and word/vocabulary banks.

British values Spiritual, moral, social and cultural development

Our languages curriculum provides a basis for teaching and learning about other cultures. Children at Heap Bridge are taught to accept and embrace other languages and cultures through the teaching of languages. Children learn about the religious beliefs of the people in the countries of the languages they are learning. We consider why we communicate in the way we do and help children to understand and begin to question the numerous ways that people express themselves and their ideas.

At Heap Bridge Primary we encourage respect for other pupils and staff, and this is enhanced within language lessons, which promote respect for other people, their language and culture. This in turn prepares our pupils for the wider world in which they will find themselves as they progress through life and encourages respect for the opinions and beliefs of others. Cultural knowledge is broadened through the study of other countries' cultural priorities and traditions.

Computing and Art

Information technology enhances our teaching of languages, wherever appropriate. The children use computing in a variety of ways, from finding information on the internet, using translate and online dictionary programmes, listening to French music and looking on webcams to explore French cultures and towns. Where possible, sensible and relevant links are made to French artists (*see our Art & Design Implementation Plan*).

Links outside of school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting other countries and cultures. We have links with a French school where children correspond with each other through simple letters, cards and photographs.

Subject/Curriculum Leadership

The 'Languages and Humanities' curriculum team (*see 'Curriculum Leaders Handbook'*) will be responsible for:

- i) Producing and reviewing an agreed MFL policy and curriculum implementation plan which are compatible with the school's overall curricular aims and which meet the statutory requirements;
- ii) providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment;
- iii) developing an overview of the MFL curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice;
- iv) co-ordinating the purchase, organisation and storage of appropriate resources;
- v) collecting a portfolio of pupils' work in the subject through the class blogs to ensure consistency of standards and monitoring approaches to assessment to ensure that there are a sufficient variety of tasks;
- vi) assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the MFL policy and curriculum planning as appropriate;
- vii) keeping abreast of recent developments in the subject, attending relevant subject specific training and participating in the planning and delivery of school based training and discussions.

Class teachers will be responsible for:

- i) developing an appropriate number of learning tasks which can be used for assessment purposes and recording the outcomes of these using the system agreed by the school;
- ii) ensuring the highest quality of teaching within the subject and seeking professional development opportunities where required
- iii) reporting to parents on pupils' progress in MFL;
- iv) participating in the collaborative review of the effectiveness of schemes of work and lesson plans.

Measuring Impact:

We measure the impact of our curriculum through the following methods:

- Formative assessing of children's understanding of topic (including vocabulary) before, during and after a unit is taught through a range of methods including mind maps and low stake quizzes.
- Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

- More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.
- Images and videos of the children's practical learning on the school blog
- Interviewing the pupils about their learning (pupil voice)
- Annual reporting to parents of standards across the curriculum

From the introduction of the Little Angels scheme in September 2022, teachers will track their class against the skills learnt in each unit using the progress tracker included within the Language Angels scheme of work. This will move through the school with the children to show progression of language and skills.

Assessment information will be further used to assist teachers to plan their work with the class and prepare their reports to parents;

- a) Reports to parents contain effort grades within the subject and at what level the children are working at in relation to emerging, expected and higher standard
- b) The 'Languages & Humanities' curriculum team will begin to collate a small portfolio of examples of students' work that illustrates pupils' performance in each of the key assessment tasks.

Parity & Inclusion

Primary Languages teaching at Heap Bridge Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Professional Development

It is important to recognise any particular difficulties staff may have in delivering the curriculum and an annual review will determine any input or INSET which may be required. The class teacher should be given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and cluster group meeting workshops and local authority training. The languages and humanities curriculum team identifies school needs and co-ordinates professional development opportunities.

Review

This document will be reviewed annually by the 'Language & Humanities' curriculum team.