

At St Teresa's Catholic Primary School our curriculum is driven by our mission *to create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving Catholic community.*

Intent:

At St. Teresa's, our ethos is that all children develop an enthusiastic and positive attitude to other languages and language learning. We teach skills to KS2 children to develop linguistic competence. We see this as a life-long skill, which opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding. We provide the pupils with a progressive programme of study which encourages enjoyment of the language studied and allows each pupil to experience some degree of success. We aim to provide the pupils with a language rich environment and resources so that pupils can develop their skills.

The 2014 National Curriculum for languages aims to ensure that all KS2 children:

- Understand and respond to spoken and written language
- Speak with increasing confidence, fluency and spontaneity
- Can write at varying length, for different purposes and audiences
- Discover and develop an appreciation of a range of writing in the language studied

These skills are embedded in lessons enabling pupils to make progress over time. We aim to foster the children's curiosity about the language and gain a cultural understanding of places in the world where the language is spoken. At St. Teresa's, we have chosen to focus on the modern foreign language of French throughout the key stage to enable pupils to make sustained progress in that one language.

Implementation:

At St. Teresa's, we use a programme of study which has been developed by a team of primary school subject leaders and secondary language specialists on behalf of Bishop Hogarth Catholic Education Trust. Careful consideration has been given to ensure that the acquisition of knowledge has been carefully sequenced with prior knowledge built upon, resulting in a systematic and cumulative approach to language acquisition. Regular reviews and mini assessments have been built into the programme to facilitate pupils 'knowing more and remembering more'.

Our curriculum covers the National Curriculum and is underpinned by the four key language skills: Listening, Speaking, Reading and Writing. Progression in each of these four key language skills allows pupils to comprehend and produce language for effective communication. Knowledge of vocabulary, phonics and grammar are embedded throughout each of the skills. In addition, there are further opportunities for pupils to broaden cultural understanding with standalone cultural awareness lessons each term.

Four key units of work are taught and built upon throughout KS2, allowing pupils the opportunity to revisit prior knowledge, ensure progression of skills and master each of the areas.



The units of work chosen for Key Stage 2 are essential units of transition into KS3 and feature into KS4.

Units taught are:

- Basics
- Family
- Descriptions
- Where I live

The curriculum units of work have clearly identified minimum knowledge 'end points' and have been sequenced to ensure that pupils know more and remember more as they move through primary school.

Each unit of work has a clear rationale, key topic vocabulary, builds on pupils' prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Each unit incorporates regular review opportunities so that skills are reinforced and remembered. In addition, short tasks to practise each of the four language skills have been included within the units of work to give pupils the opportunity to demonstrate their learning. Furthermore, these mini assessments prepare the pupils for similar tasks in KS3.

Children are taught in a whole-class setting. Each KS2 class has a timetabled lesson of 30 minutes each week. Lesson resources have been designed by language specialists and incorporate a phonic focus giving pupils opportunity to practise pronunciation. Grammar rules are discussed throughout the units of work and children are encouraged to look at similarities and differences in the rules to their first language. The resources employ a range of teaching styles and strategies to engage the children and embed learning and include PowerPoints and printable resources for each unit of work, sound files for pronunciation, bilingual dictionaries, wall displays, games, a range of story books in the French language and unlimited ICT based resources. SEN children have access to the curriculum through variation of task, grouping or adult support if available.

We expect that all children at St. Teresa's are supportive and tolerant of different cultures. To this aim we look at similarities and differences of various aspects of life in countries where French is spoken: festivals, social conventions and lifestyle.

In addition, 'Language enrichment days' are organised annually on a whole school basis (including KS1 and EYFS) where children are immersed in linguistic and cultural activities for the day (e.g. Bastille Day, Polish Day).

We aim that all children develop a love of languages. To this end, all teachers convey enthusiasm and confidence in the subject, which in turn promotes enjoyment and learning. We have links with a secondary school within our Multi-Academy Trust and the majority of KS2 staff have had training from a specialist teacher of modern foreign languages. Furthermore, the subject leader has participated in network meetings across the Tees Valley and within Bishop Hogarth Academy Trust to further develop and enhance the subject.



Impact:

Our Pupils:

- Develop an enthusiastic and positive attitude to other languages and language learning;
- Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Become increasingly familiar with the sounds and written form of a modern foreign language;
- Enjoy some degree of success in learning a new language;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
- Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
- Form a sound basis for further language learning at Key Stage 3 and beyond.

The approaches mentioned above support the children to enjoy success in learning a language. They are positive and enthusiastic in their approach and have gained in confidence by the end of KS2. The children have a solid foundation of the basics of a language in preparation for their transition to secondary school.

Ongoing assessment informs teachers in their planning. They integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria and effective feedback and responses into their teaching. Each unit of work also has opportunities for more formal assessment of the four key skills which will demonstrate clear progress and the pupils' acquisition of key knowledge and topic 'end points'.

The subject leader also monitors and evaluates provision by conducting book scrutinies and learning walks.

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