

St Bernadette's Catholic Primary School

# Foreign Languages Policy



“Doing our best for God”

## **Introduction**

At St. Bernadette's, we aim to offer opportunities and experiences that will enable individuals to grow to their full potential. We therefore aim to provide a foreign language education that gives children an early foundation in learning foreign languages in preparation for secondary school and develop their understanding of other cultures and languages.

Our chosen language of study is French. French is taught to pupils in Key Stage 2 following a coherent scheme of work and is inclusive of learning about French life and culture. Children in EYFS and Key Stage will be exposed to foreign languages and cultures

## **Aims and Objectives**

Through our foreign language curriculum, our aims are:

- To foster in children and interest in the wider world, its languages and cultures.
- Provide a relevant, challenging and enjoyable curriculum for foreign languages for all pupils in Key Stage 2.
- Meet the requirements of the National Curriculum programmes of study for languages.
- Use foreign languages to develop an understanding of different cultures in the world.
- Develop speaking and listening skills.
- Apply and develop their knowledge of languages and language learning.
- Gain enjoyment, pride and a sense of achievement.
- Begin to explore their own cultural identity and those of others.
- Develop a sense of appreciation of what can be learnt from foreign languages and other cultures.

## **Planning**

At St. Bernadette's, our foreign languages curriculum is taught in line with the National Curriculum Programme of Study (2014) with a focus on vocabulary and understanding. Teachers have access to LightBulb Languages to support in planning and delivering foreign language curriculum.

## **Key Stage 2:**

Teaching of foreign languages should focus on enabling children to make progress within one language. It should provide an appropriate balance of spoken and written language and lay the foundations for further foreign language teaching at Key Stage 3. It should enable children to understand and

communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of the phonological, grammatical structures and vocabulary.

Pupils should be taught to:

- Listen to, join in and respond to spoken language.
- Explore patterns and sounds of language, linking spellings, sounds 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.
- Read carefully; showing an understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.
- Write phrases from memory, and adapt these to create new sentences.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar, including feminine, masculine and neutral forms and the conjugation of high-frequency verbs, key features and patterns of language and how to apply them for sentence building.

### **Inclusion**

At St. Bernadette's we strive to offer all children an equal opportunity in learning. All children, irrespective of ability, race, gender or disability, are given full access to the foreign language scheme of work.

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to consider the needs and accessibility of all lessons and activities to ensure that all children are included. Teacher may differentiate tasks for individuals according to their abilities.

### **Assessment**

All work is marked by the teacher that delivers French for that class. Feedback should be short and simple, addressing any misconceptions in brief. Work is marked against the learning objective for the lesson. Assessments are made

against the progression skills are made throughout the year and reported to the subject leader at the end of each academic year.

### **Linking French to other Curriculum Areas:**

- Skills of reading, speaking, listening, writing and responding.
- Phonological awareness.
- PSHE / RHE: wider world, differences and similarities, culture and life styles.
- Maths: counting, numbers
- Music: appreciation of French music

### **Role of the Subject Leader**

The Subject Leader is responsible for improving the standards of teaching and learning in French through:

- Preparing and reviewing policy documents, curriculum plans and schemes of work for the subject.
- Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject.
- Help colleagues develop their subject expertise and organise and monitor their professional development.
- Collect, evaluate and inform staff of all resources.
- Ensure standard formats for planning and assessment are being used.
- Provide annual subject action plans including costings and priorities which help inform the school development plan.
- Organise and advise on the contribution of foreign languages to other curriculum areas including cross curricular.
- Help with the monitoring and evaluation of the effectiveness of the subject within the school.
- Monitor and update the French subject webpage.

### **Resources:**

St. Bernadette's has access to a range of resources to support teaching in planning and resourcing for the lesson, as well as widen the opportunities for children to learn:

- LightBulb Languages website
- French / English dictionary
- YouTube and other online video platforms.

## **Enrichment**

Where opportunity presents, staff should include culture and language into other subjects, for example Latin whilst teaching about the Romans or Chinese culture when teaching about Chinese New Year.

Signed: G Hopkinson

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