



# **Languages Policy**

DATE: Sept 2022

REVIEW: Sept 2025

*Learning to live life in all its fullness*



## **Roundhay St John's CE Primary Induction Policy**

### **Policy for Languages (French)**

#### **Intent**

Roundhay St John's Primary intends to use the Language Angels scheme of work and resources 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. 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 primary phase.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

#### **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.

#### **Aims**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

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.

#### **Principles of Teaching and Learning**

Our whole school 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 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) and will feature on a general school board in the corridor.

### **Subject Content**

French is taught in a whole-class setting by the class teacher or language specialist. Each class covers 4 Language Angels units per year. In addition, an explicit phonics lesson is taught at the start of each year (with phonics then incorporated within each unit). Each year group has a specific aspect or event to focus on to help develop the children's cultural understanding, e.g. Noel, la fete des rois, Paques.

### **Planning**

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. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

SEN children have access to the curriculum through variation of task, grouping or support from an adult. Each class has a timetabled lesson of at least thirty minutes per week.

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

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).

### **Inclusion**

The same high expectation, that children will reach their full potential applies to all children in keeping with the school's values and ethos. We have due regard for our duties under equality legislation that covers all the protected characteristics.

All children will be given equal access to French. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for children who come from disadvantaged backgrounds or have special educational needs or disabilities. Additional resources are provided to support individual children when required.

### **Resources**

Resources are kept in the cupboards outside Year 1. The subject leader checks termly that resources are correctly stored and organised. Staff are expected to return resources in a good, clean condition to the appropriate storage unit; to let the subject leader know if any resources are damaged and need replacing or if any resources need replenishing. Resources are ordered and replenished as needed.

Resources available include:

French dictionaries, French games, music CDs, DVDs, finger puppets, flags, outdoor games (e.g. boules), play money (euros). See the cupboard for a complete overview.

### **Health and Safety**

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs C. Sutherland, School Business Manager. A risk assessment programme is coordinated by the school business manager for all aspects of school life.

There is a safeguarding protocol in place for inviting visitors into school and this must be adhered to when inviting visitors into school for the purposes of curriculum delivery or enrichment.

***This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. This policy has due regard to our church school ethos and aims.***

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

Each subject leader has a job description with clear responsibilities for their role:

### **Intent**

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Ensuring that colleagues are aware of expectations of curriculum, planning and assessment
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

## **Implementation**

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
- Leading professional development, providing guidance and support to colleagues
- Oversee assessment
- Making best use of financial and human resources to impact on standards and have a clear evidence based rationale for use of any allocated funding
- Promoting the subject and championing the subject with colleagues and pupils.

## **Impact**

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the subject to define next steps for improvement.

## **Reporting**

- Maintain a clear overview of your subject for interested parties on the school website ensuring any statutory requirements are met (where appropriate)
- Produce an annual Subject Leader Report which as a full and current evaluation of your subject and incorporate areas for development in the following action plan
- Monitor and update your current action plan to reflect the current position of the subject
- Organise all aspects of evidence in a coherent and accessible subject leaders file

## **Assessment and Recording**

Two forms of assessment are available at the end of every Language Angels unit:

1. 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.
2. 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.

Formative assessment can be made from a range of sources within day to day teaching and is ongoing to inform future planning as part of Assessment for Learning.

Work is mostly recorded in French books or on worksheets. Each child's book and worksheets are kept in their individual French folder. Teachers use the class iPad to record evidence of the key skills of speaking and listening and these are then saved in the class evidence folder on the school system.

## **Monitoring and Evaluation**

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, children's work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

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Date: Sept 2022

Approved by: Leanora Rankine (Governor for French)