



## Pipworth Community Primary School



Article 28: I have a right to an education.

Article 29: I have a right to be supported to achieve in education.

## Foreign Language Policy

### Intent

Our Foreign Language curriculum enables our children to make substantial progress in our chosen language of French. In addition, it lays the foundations of how to learn a language and it helps our children develop an appreciation of how language works.

Through coherently planned and sequenced lessons, we aim to help children understand French as well as teaching them how to communicate their own ideas - both verbally and in writing - by embedding the three pillars of progression: phonology, key grammatical structures and vocabulary.

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. 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. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

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.

At Pipworth Community Primary School, we have a rich and diverse range of cultures and we believe that through studying a foreign language we can develop strong relationships, celebrate diversity, encourage respect and build a

sense of community. Through language teaching we are also able to acknowledge and include our ethnic diversity.

## **Implementation**

In our school, we teach weekly French lessons to all Key Stage 2 children as part of the normal school curriculum.

The National Curriculum 2014 states that:

*'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.'*

This is at the heart of the teaching and learning of language in our school and underpins our aims and objectives and how we implement the subject.

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's language learning skills through well-planned weekly lessons in Key Stage 2 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.

Each lesson offers appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Children in EYFS and Key Stage 1 children join in with our French curriculum sporadically through song and nursery rhyme appreciation but structured, weekly lessons begin in Year 3 pupils who start on the Early Language Units. After this our Year 4 and 5 pupils transition to the Intermediate units, which increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Then finally our Year 6 pupils move onto the more challenging Progressive units. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

In addition to these Language units, Years 4, 5 and 6 are taught lessons from the Creative Curriculum units in order to expose children to French culture.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The school has a unit planner in place which serves as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved.

Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson has clearly defined objectives and aims.
- Each lesson incorporates interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation.
- Reading and writing activities are offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

## **Impact**

A wide range of strategies are used to measure the impact of our Foreign Language curriculum. Our teaching sequence allows children to retrieve previous learning in order to commit knowledge into the long term memory of pupils. Formative Assessments are also carried out by teachers after each lesson which will allow them to inform future lessons and provide the appropriate support and challenge. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge, skills, behaviours and

attitudes are addressed and additional teaching and support is provided in order for 'sticky knowledge' to be learnt.

Our Subject Leader will also monitor the effectiveness of the Foreign Language curriculum through carrying out regular subject 'dip-ins'. These evaluations are quality assured by the Curriculum Lead and Senior Leadership.

The effectiveness of our Foreign Language curriculum is also monitored through pupil voice throughout the course of the year.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

### **Teaching and Learning**

We believe in a communicative approach in which all pupils can actively engage in meaningful tasks. Lessons are planned and delivered using the Language Angels scheme of work, which is coherently planned and sequenced allowing children to meet the end of KS2 attainment targets.

The children will learn to:

- Ask and answer questions.
- Use the correct pronunciation and grammar (through French phonics lessons).
- Memorise words.
- Interpret meaning.
- Understand basic grammar.
- Work in pairs and groups and communicate in French.
- Look at life in another culture.

Tasks and activities will:

- Have clear, achievable objectives.
- Be carefully planned and structured.
- Be practical, active and varied.
- Involve the use of ICT where appropriate.
- Include whole class, small group and pair work.
- Promote success and self-esteem.

Learning and appreciating French culture is at the heart of our French curriculum and therefore each year we celebrate 'Bastille Day' as a whole school in the summer term.

## **SEND**

Through our Foreign Language curriculum, we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Visual support
- Hand gestures and facial expressions
- Key vocabulary cards
- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Rosenshine's Principles of Instruction

## **EYFS and KS1**

Children in EYFS and Key Stage 1 children join in with our French curriculum sporadically through song and nursery rhyme appreciation as well as joining in with whole school celebrations, such as Bastille Day.

The foundations of language learning are set as soon as our children start school therefore many of the Early Learning Goals link to learning a new language in KS2. As well as language learning goals, children in EYFS work towards being able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Although French is not explicitly taught until Year 3, at Pipworth, the EYFS and Key Stage 1 teams expose our children to foreign languages and cultures from the very beginning. This encourages pupils to appreciate and celebrate differences. They do this by:

- Holding cultural days such as 'Chinese New Year'. On days like this children are exposed to different cultures: they have opportunities to learn key words and phrases and try out foods from another country.
- Completing the register in a different language.
- Displaying dual language books (e.g. Arabic/English).
- Celebrating home languages. As a school of diverse cultures, we like to celebrate our different heritages. In EYFS and Key Stage 1, the children are given opportunities to talk about where they come from as well as hear about other countries and cultures.

The daily systematic teaching of phonics (following the Little Wandle Letters and Sounds scheme) in EYFS, Year 1 and Year 2 helps pave the way for further language learning.

## **Assessment and recording**

Each lesson starts with a clear learning objective, which is then broken down into steps for children to achieve. AfL strategies are used within lessons and it is expected that children will receive live feedback within a lesson to ensure understanding and progression. Pupil learning and progression will be assessed

at regular intervals in line with school policy. Teachers assess each language skill (speaking, listening, reading and writing) at the end of each unit and make summative judgements periodically throughout the year (see assessment policy).

## **Monitoring**

Monitoring the standards of children's work, planning and quality of teaching is the responsibility of the Foreign Language subject leader and the SLT (senior leadership team). Subject 'dip-ins' are carried out periodically over the year to ensure the curriculum is covered. Children are asked their opinions and examples of good work is collected. End of year data is scrutinised and areas of improvement identified. RAG evaluations take place every three years.

## **The role of the Subject Leader:**

There is a designated Foreign Language Co-ordinator to oversee the planning and delivery of language learning within the school.

The coordinator will be responsible for:

- Raising standards in FL as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject.
- Facilitating the use of FL across the curriculum in collaboration with all subjects coordinators as well as liaising and consulting with outside agencies where appropriate.
- Developing their own role as subject leader through e.g. research, National College.
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the FL curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities.
- Updating the policy annually.

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role.
- Developing the role of subject leaders and providing professional development opportunities.
- Guidance for Action planning linked to whole school priorities.
- Support for monitoring.
- Professional Development Opportunities for subject leaders e.g. National College, NPQ.

## **Marking**

It is expected that children will receive instant verbal feedback within lessons in order to improve and further their learning. Teachers are expected to mark work completed within lessons.

## **Homework**

See homework policy.

## **Resources**

Resources are used to support and enhance language learning, including sound clips by native speakers and authentic French items, for example, maps, postcards and packaging. Each year group has a set of bi-lingual dictionaries and there is also a bank of French reading books for children to explore.

## **Monitoring the Policy**

Monitoring the standards of children's work, planning and quality of teaching in French is the responsibility of the Foreign Language subject leader and the SLT (senior leadership team). This policy represents a statement of a whole-school commitment to the teaching of French and will be reviewed annually.

## **Remote Home Learning**

In the event of a school closure or 'bubble' having to self-isolate, work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school.

**Updated November 2025**

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