



Languages Policy

Villiers Primary School

October 2024

S. Edwards

Approved by Chair _____

Review Date _____

Policy Type	Statutory/Non-Statutory School Policy
Author	Subject Lead Villiers Primary School
Approved By	Local Governing Board
Approved Date	Autumn 2024
Date of next review	Policy will be reviewed in line with SHINE Academies and the schools' internal review schedule in adherence to DfE guidance on statutory policy review
Description of changes	<ul style="list-style-type: none">i. Update to cover sheet and amendments to dates, updated regulations etc where appropriateii. Update to assessment. New assessment sheets added. See Appendix 2.

Introduction

This policy aims to outline the provision for Languages (French) in our school. The policy covers aims and objectives, organization and curriculum, teaching and learning styles for inclusion and assessment.

Aims and Objectives

In our school we teach a foreign language to all Key Stage 2 children as part of the normal school curriculum. We do this as we believe that:

- children enjoy learning to speak another language.
- the earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development.
- the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- learning a foreign language can improve children's understanding of their own language and reinforce learning in other areas of the curriculum, as well as foster an interest in other cultures.

The aims and objectives of learning a foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce children to another language in a way that is enjoyable and fun;
- to make children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.
- to encourage the development of language-learning skills that can subsequently be applied to the learning of other languages.

Organisation

The subject leader co-ordinates the teaching of the foreign language. Years 3 to 6 will receive a 30 minute lesson each week from the class teacher or other designated staff.

The subject leader will provide resources for class teachers in KS1 to integrate some French vocabulary into daily routines or other subject areas.

There will be a French working wall in each class for new vocabulary to be displayed and built upon over the year. This will be used and referred to in order to support classroom instructions and other language that could be used cross curricular.

The Curriculum

French is the chosen modern foreign language that we teach in our school. The curriculum we follow covers a range of topics from Rising Stars, New Primary French. See appendix 1.

In accordance with the Languages Programme of study: Key Stage 2 published in September 2013 by the Department for Education we teach the children 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; seek 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 and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

- adapt phrases to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

Most children will also learn to write phrases from memory.

We encourage children to:

- notice patterns in the language and similarities or differences between languages and cultures
- develop strategies to interpret meaning and memorize words.

By the end of year 6, the children will understand some basic grammar points.

Learning and Teaching Styles for Inclusion

We use a variety of techniques to encourage all children to have an active engagement in the foreign language: these include games, role-play and songs (particularly action songs).

In order to expose the children to more than one voice in the foreign language, we play recordings of native speakers from the Rising Stars scheme. We use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We also use visual aids to support children for whom English is not their home language. We emphasize the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to learning and teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realize that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build all children's confidence through praise for the contribution they make in the foreign language, however tentative.

Assessment for Learning and Recording

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, when marking written work and also assessing a sample group of children at the end of each unit including three lower ability, three middle ability and three higher ability children. To do this we will use the assessment sheets as shown in appendix 2. We also give the children the opportunity to revisit previous learning by completing a flashback task linked to the previous lesson. This includes key vocabulary or written phrases.

At the end of each topic, the children complete a Sticky Knowledge quiz linked to what they have been learning. These are evidenced in their workbooks. Any gaps that are identified are then used to inform future flashback tasks.

There are no national key stage tests, but we will be able to report on progress at the end of each year. The progress report takes account of the 4 skills of listening, reading, speaking and writing.

We encourage the children to reflect on how they personally learn best. During each lesson, we require the children to evaluate their personal achievement in relation to the lesson's learning objective.

Each child's work will be recorded in his or her individual book and will be passed onto their receiving teacher the following year.

Children will work towards producing a short piece of writing by the end of the year to incorporate the new vocabulary and grammar rules they have learned about during their units. The length of this writing will depend on the age and ability of the child.

Languages Team

The subject leader will be supported by a member of staff from each year group from 3-6. This staff member will be responsible for overseeing French within their year group and then feeding back to the subject leader regularly on the progress of the children and the impact resources and systems are having on their learning. The chosen staff member will also be responsible for collecting evidence of the children speaking in French on a half termly basis.

Safeguarding Statement

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as; protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (The term children includes everyone under the age of 18).

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

Villiers Primary School is committed to Safeguarding and Promoting the Welfare of all of its children. The Chair of Governors and staff of the school fully recognise the responsibility to safeguarding children. The school recognises that all staff, including volunteers, have a full and active part to play in protecting our children from harm. All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

Appendix 1

Year 3 French Units Included:

1. Moi (All about me)
2. Jeux et chansons (Games and songs)
3. On fait la fête (Celebrations)
4. Portraits (Portraits)
5. Les quatre amis (The four friends)
6. Ça pousse! (Growing things)

Year 4 French Units Included:

1. On y va (All aboard)
2. L'argent de poche (Pocket money)
3. Raconte-moi une histoire! (Tell me a story)
4. Vive le sport! (Our sporting lives)
5. Le Carnaval des Animaux (The Carnival of Animals)
6. Quel temps fait-il? (What's the weather like?)

Year 5 French Units Included:

1. Bon appétite, bonne santé (Healthy eating)
2. Je suis le musicien (I am the music man)
3. En route pour l'école (On the way to school)
4. Scène de plage (Beach scene)
5. Le retour du printemps (The return of spring)
6. Les planètes (The planets)

Year 6 French Units Included:

1. Notre école (Our school)
2. Notre monde (The world about us)
3. Le passé et le présent (Then and now)
4. Ici et là (Out and about)
5. Monter un café (Setting up a café)
6. Quoi de neuf? (What's in the news?)

Appendix 2

Year 3 Languages Assessment

Class _____

Year 3	
<ul style="list-style-type: none"> • Listen and recognise most of vocabulary encountered. • Recognise a familiar question and respond. • Say a simple sentence maybe with a connective. • Join in with actions of songs, stories and rhymes and say some words. • Read, recognise and say aloud familiar words. • Write familiar words using a model and some from memory. • Find the meaning of a word from a word list or similar. 	
Below Expected	Above Expected

Speaking and listening targets

Reading and writing targets

Songs, stories and rhymes

Grammar targets

Based on the KS2 Language programme of Study targets

Year 4 Languages Assessment

Class _____

Year 4	
<ul style="list-style-type: none"> • Listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective. • Ask and answer familiar questions with support. • Use familiar vocabulary to say simple sentences. • Join in with the words of a song, rhyme, story sometimes from memory. • Recognise the sound of some letter strings. • Read aloud simple sentences. • Read and write a simple sentence using a model and some from memory. • Translate a word using a word list or something similar. 	
Below Expected	Above Expected

Speaking and listening targets

Reading and writing targets

Songs, stories and rhymes

Grammar targets

Based on the KS2 Language programme of Study targets

Year 5 Languages Assessment

Class _____

Year 5	
<ul style="list-style-type: none"> Listen and understand a more complex sentence. Ask and answer a variety of questions with support. Manipulate vocabulary to say a more complex sentence positive and negative with support. Follow the text of a familiar song, story or rhyme. Use a word list or bi-lingual dictionary to find the gender of a noun. Read (aloud) and show understanding of a more complex sentence. Write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives, adverbial phrase. Demonstrate understanding of gender of nouns. Explain position of colour adjective. 	
Below Expected	Above Expected

Speaking and listening targets

Reading and writing targets

Songs, stories and rhymes

Grammar targets

Based on the KS2 Language programme of Study target

Year 6 Languages Assessment

Class _____

Year 6	
<ul style="list-style-type: none"> Understand and say a complex sentence to present own ideas using a word list or a bi-lingual dictionary. Engage in a short conversation/exchange using familiar language. Follow and understand a song or story with more complex language. Pronounce some unfamiliar words using phonic knowledge. Read and write sentences demonstrating a good grasp of grammatical concepts encountered. Write some complex sentences from memory with understandable accuracy. 	
Below Expected	Above Expected

Speaking and listening targets

Reading and writing targets

Songs, stories and rhymes

Grammar targets

Based on the KS2 Language programme of Study targets

Evaluation and Review

The Policy will be reviewed annually by the Curriculum Leader.

Next Review date: October 2025

Mrs S. Edwards

October 2024