



Languages Policy Villiers Primary School

**S. Edwards
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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.

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 using the learning ladder as shown at the end of this document. See appendix 3.

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.

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 FL Target Name	Autumn	Spring	Summer
<u>Writing and Grammar</u>			
I can write a simple sentence.			
I can copy everyday words correctly.			
I can write phrases from memory.			
<u>Speaking and Listening</u>			
I am beginning to understand simple classroom commands.			
I am beginning to listen to spoken language.			
I am beginning to show understanding by responding to spoken language.			
I am beginning to understand some simple speech spoken clearly or from a recording			
I can join in with songs and rhyme.			
I can engage in conversation by giving single words or phrases to answer a question.			
I can speak about myself and my family.			
I can name countries where French is spoken.			
I can talk about the traditions in countries that speak French			
<u>Reading</u>			
I can read simple words.			
I can read a simple sentence with images used to support my understanding			
Autumn = emerging Spring = developing Summer = secure			

Year 4 FL Targets Name	Autumn	Spring	Summer
<u>Writing and Grammar.</u>			
I can understand that some words are masculine and some are feminine.			
I can write one or two short sentences.			
I can write short phrases used in everyday conversations correctly.			
I can write short phrases from memory with spelling that is readily understandable.			
<u>Speaking and Listening</u>			
I can understand classroom commands.			
I can listen to a range of familiar statements and questions and respond appropriately.			
I can understand some speech spoken clearly or from a recording.			
I can explore language by singing songs or rhymes from memory.			
I can engage in conversation by giving a phrase to answer a question.			
I can speak about people, places and things.			
I can identify countries and communities where the language is spoken.			
I can talk confidently about the traditions in countries that speak French.			
<u>Reading.</u>			
I can read simple phrases.			
I can read a simple sentence.			
Autumn = emerging Spring = developing Summer = secure			

Year 5 FL Targets Name	Autumn	Spring	Summer
<u>Writing and Grammar.</u>			
I can use a dictionary to check if words are masculine, feminine or plural.			
I can write two or three short sentences on familiar topics.			
I can write personal responses to questions posed about topics I am familiar with.			
I can write short sentences from memory with accurate spelling.			
<u>Speaking and Listening.</u>			
I can understand classroom commands and respond accordingly			
I can listen to short passages and questions and respond appropriately.			
I can understand longer passages, made up of familiar language in simple sentences.			
I can talk using a wide range of vocabulary.			
I can engage in conversation by giving a sentence to answer a question.			
I can pronounce words accurately.			
I can speak about things of immediate interest.			
I can identify countries and communities where the language is spoken.			
I can talk confidently about the traditions in countries that speak French.			
<u>Reading.</u>			
I can read a simple sentence.			
I can read a few simple sentences that make up a small section of writing.			
Autumn = emerging Spring = developing Summer = secure			

Year 6 FL Targets Name	Autumn	Spring	Summer
<u>Writing and Grammar.</u>			
I can write a short paragraph on a familiar topic.			
I can write personal responses to questions posed about topics I am familiar with.			
I can write sentences from memory with accurate spelling.			
I can correctly label things that are masculine, feminine or plural.			
<u>Speaking and Listening.</u>			
I can understand the majority of classroom commands and respond accordingly.			
I can listen to longer passages and complex questions and respond appropriately.			
I can understand a passage of text that is read to me, made up of familiar language in simple sentences.			
I can talk in sentences using a wide range of vocabulary.			
I can engage in conversation by answering a range of questions.			
I can pronounce the majority words accurately.			
I can speak about a range of things and those of immediate interest.			
<u>Reading.</u>			
I can read a short passage made up of simple sentences.			
I can read about a range of different topics.			
Autumn = emerging Spring = developing Summer = secure			

Working at a Greater Depth Targets	Autumn	Spring	Summer
Children should:			
Speak confidently with good intonation and pronunciation.			
Read fluently.			
Demonstrate a passion for languages and a commitment to the subject.			
Write with imagination and fluency.			
Have a strong awareness of the culture of the countries where the language is spoken.			
Use language creatively and spontaneously.			
Have an independence in their studies and the ability to draw upon a wide range of resources.			
Teachers should:			
Record children reading a short passage or sentence/using word mats and other language resources/conversing with a partner or group and asking questions independently.			
Use next steps to evidence WGD e.g.			
Explain how you know this passage/song/sentence is about _____.			
Explain why _____ is feminine and _____ is masculine.			
Create your own sentence with the word _____.			
Encourage the use of word mats and other language resources (online and in books).			
Autumn = emerging Spring = developing Summer = secure			

Evaluation and Review

The Policy will be reviewed annually by the Curriculum Leader.

Next Review date: July 2020

Mrs S. Edwards

September 2019