

# Modern Foreign Languages Policy

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## INTENT

**"A different language is a different vision of life." Federico Fellini.**

Our intent is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage and foster children's confidence and curiosity about language and therefore deepen their understanding of the world.

Our French curriculum is designed to develop children's skills in languages through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around subjects/topics as well as gain systematic knowledge of grammar and phonics and a better understanding of how these are used by French speakers. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. We want to develop confident and independent pupils who are not afraid to communicate in a different language.

## IMPLEMENTATION

**“Learning another language is not only learning different words for the same things, but learning another way to think about things.” Flora Lewis.**

Languages is a Statutory Foundation Subject at KS2. The Attainment Targets outlined in the Programme of Study for Languages relate to: listening and speaking skills; reading and writing skills and knowledge about grammar, phonology and intercultural understanding.

The teaching of Languages at Upper Beeding Primary School 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 writing in the language studied.

At Upper Beeding Primary School, French is taught weekly in Years 3, 4, 5 and 6. Each class has 1 x 30 minute French lesson. Our French curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences.

Although not a curriculum requirement in EYFS and KS1, our children in these Key Stages may be exposed to discrete lessons teaching the children how to reply to the register, count to 5 and learn simple French songs.

### **IMPACT**

*What will this look like? What tools would we like our children to have when they leave our school?*

**“One language sets you in a corridor for life. Two languages open every door along the way.”**

**Frank Smith**

Upon leaving Upper Beeding Primary School, we would like for our children to have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. Our children will be engaged and prepared to **progress** their learning at Secondary School, building on their language foundation.

### **TEACHING AND LEARNING**

We base the teaching of French on the guidance material in the National Curriculum for Languages 2014. We have adapted this to best suit the context of our school and the abilities of our children. We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language, these include:

- games
- role-play
- songs (particularly action songs)
- the use of puppets and/or soft toys to demonstrate the foreign language
- the use of mimes to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation.
- Luc et Sophie books

We emphasise listening and speaking skills and support the children in their development towards the reading and writing of French. In order to expose the children to more than one voice in the foreign language, we play recordings of native speakers from CDs or internet based materials. We also use a multi-sensory and kinaesthetic approach to teaching, e.g. 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 realise that this approach serves to develop a positive attitude in the children

to the learning of modern foreign languages. We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

## **ASSESSMENT**

Assessment in Languages is carried out in line with the Feedback Policy and Assessment, Recording and Reporting. Most assessment is formative and is used to support teaching and learning and inform future planning. Teachers make informal judgements as they observe and assess the children's progress in French based on their achievement of the learning objectives in lessons.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil based on whether they have yet to meet, met or exceeded the unit objectives. This is used as a basis for assessing the progress of the child at the end of the year both in speaking and listening and reading and writing.

We aim to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges and progression grids used to plan and teach French, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

Throughout the year, the subject leader for Languages keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in French for each age group in KS2.

## **PLANNING AND RESOURCES**

We plan using the National Curriculum. We enhance the curriculum using our skills progression grid which map out the skills and knowledge children gain in each year group from Year 3 to Year 6. Subject Progression grids are used to develop our long term plans. Teachers use the long term planning to plan units of work and deliver individual lessons. Within a unit of work, the time spent on teaching a specific learning objective depends on the needs of the children. All teachers plan weekly French lessons which include a learning objective in the form of a 'Can I' statement. They will also assess prior learning orally asking children questions about their past learning and this will further inform their planning. Teachers plan which vocabulary and resources they will use to support the delivery of their units of work.

All teachers ensure that across each unit of French teaching, children are given a range of experiences e.g. role-play, singing, audio or visual resources, practical activities, games, individual or group work, group and whole class discussion activities, open and closed tasks.

We use a wide variety of resources throughout our French sessions that engage the children in their learning. We have a selection of well-known stories that are written in French like 'The very hungry caterpillar' and 'Little Red Riding Hood' and also use stories of Luc et Sophie to help us with our translations. We use these resources as a stimulus for teaching and learning throughout the school where appropriate. We use resources that are used in other sessions such as the interactive whiteboard where we often show songs and videos in French. French dictionaries can also be found in each classrooms and these are used to support written work in UKS2.

## **ORGANISATION**

Languages teaching and learning is linked to a topic work where appropriate, however is mainly taught as discrete French units to ensure that there is sufficient coverage of skills, knowledge and understanding throughout the school.

## **EQUAL OPPORTUNITIES and INCLUSION**

All children have equal access to the Languages Curriculum and its associated practical activities in line with the Upper Beeding Primary School Equal Opportunities Policy. All staff are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities and opportunities to extend their languages learning further. Gender and cultural differences will be reflected positively in the teaching materials used.

### **ROLE OF THE SUBJECT LEADER**

The role is to support the teaching and learning of French across our school by supporting teachers, encouraging a love of languages and monitoring progress and attainment.

The subject leader is responsible for:

- raising standards of attainment for Languages across the whole school and to ensure that the Languages priorities are known and followed by staff.
- ensuring the effective implementation of the Statutory National Curriculum for Languages.
- keeping up to date with developments in Languages and to ensure that this information is shared with all staff.
- ensuring the effective teaching of French throughout the school and monitoring, reviewing and updating the Languages long term plans, medium term plans and short - term plans as well as the progression of skills.
- offering my support, advice and expertise on possible teaching activities to all staff
- audit, support and informing staff of relevant courses and CPD opportunities to encourage personal professional development.
- interviewing a sample of children to ensure and take notice of pupil voice.
- effectively manage any funding designated to Languages
- establishing links with schools in France and French speaking countries.
- Taking the lead on the French Language policy development and the Yearly French action plan

Reviewed, Adopted and Ratified by:

Staff: May 2023

Governing Body: May 2023

Date for Review: May 2026

**“To learn a language is to have one more window from which to look at the world.”**

**Chinese Proverb**