

# Oak Meadow Primary School

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## Policy: Languages

*From tiny acorns mighty oaks grow.*

Approval Date:	March 2020
Signature:	
Review Date:	March 2023

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**Creation Date:** 03/11/19  
**Review Date:** 03/11/21

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## Curriculum Statement - French

### Intent

The learning of a language provides a valuable educational, social and cultural experience for children. Pupils develop communication and literacy skills that lay the foundation for future language learning. A high quality language education should foster children's curiosity and deepen their understanding of the world. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between different languages. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

In line with the 2014 National Curriculum, we aim to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

### Implementation

French is taught to children in Key Stage 2. In Reception and Key stage 1, French is incorporated through every day activities, such as: answering the register, circle times, topic work (Barnaby Bear travels to Paris) and Knowledge and Understanding of the World/Geography.

Lessons support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content.
- We follow the primary scheme of work incorporated in the 'Salut' programme.

We have introduced a weekly French club for years 2 to 6, delivered by a Modern Foreign Language teacher. This enhances the children's skills and develops an enjoyment and interest of languages.

French is our primary focus but we also introduce the children to other languages across the curriculum. For example in the Year 3 Diwali assembly, the children performed a song in Hindi.

### Impact

Our curriculum ensures that children:

- Develop their knowledge of where different languages are spoken in the world.
- Can read fluently.
- Can write imaginatively.
- Can speak confidently.

Varied learning experiences ensure that languages are celebrated throughout the school and develop the children's understanding of different cultures.

### **Skills Progression**

Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 KS2 French Skills Progression.

### **Assessment**

Teachers assess children's progress informally during lessons. Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective verbal feedback and written marking feedback where appropriate.
- Book moderation to evaluate the balance of work.

At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in French is formally reported to parents at the end of the Summer term in the general comment's section of the end of year report.

### **Early Years and Key Stage 1**

In Reception and Key stage 1, exposure to modern foreign languages are incorporated discreetly through every day activities, such as answering the register. Early Years use the curriculum area of Knowledge and Understanding of the World to find out more about special events such as Chinese New Year, Year 1 cover Barnaby Bear travels to Paris and Year 2 have a topic entitled Around the World.

### **Cross – Curricular Links**

The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for children. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between different languages. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. French is a subject that touches on many other areas taught in schools, from Geography to Music. For example, a link may be made to compliment music lessons to teach songs in other languages. Cross-curricular outcomes are identified prior to teaching. Teachers can use internet resources to aid their teaching of the topic they are covering. They can also use their interactive whiteboards to make the learning more interactive so the children can participate within the lesson. Recordable equipment is available and the school's iPads can be used for video recording conversations etc. as well as for researching.

## SMSC Development

Spiritual education in French inspires awe and wonder of the world. Social education in MFL involves the study of people in different societies and countries. In looking at their own locality and others in the world, children's sense of identity and community can be strengthened. Cultural education provides opportunities for multi-cultural education through recognising similarities and differences with others. Through their growing knowledge and understanding of modern foreign languages, children gain an appreciation of life in different societies, helping to develop a sense of how nations communicate with each other.

## Diversity

Through learning a foreign language, children learn about the diversity of the world. Teachers encourage pupils to think of others and to consider people's differences and cultures. Children have a strong awareness of the culture of the country where the language is spoken.

## Planning and Resources

Planning is achieved collaboratively with parallel-class teachers using the Salut scheme for lesson delivery. Teachers have identified the key knowledge and key vocabulary that is to be taught, as well as the skills that are to be developed across each topic. These are also explicitly outlined in each topic medium term plan outlined by the Salut scheme, which makes explicit links to the National Curriculum 2014.

Oak Meadow Primary School teachers should include the following among their resources:

- ICT Resource 'Salut'.
- Recordable equipment.
- French dictionaries.
- Singing resources.
- Books on the countries which language they are learning such as France.
- iPads – Language Apps.
- Vocabulary books.
- French resources for topics.
- French display boards/ working walls in the classroom.

## Subject Essentials

Each term children will have completed all objectives linked to their French topic. Work will be differentiated to ensure support and challenge for all pupils. Written lessons will be evidenced in books and speaking and listening activities may include a variety of recording methods such as video recording, QR codes etc. Any written activities will be marked and children will be expected to have spelt key French vocabulary accurately. The work produced will be expected to be of the same quality as that presented in core curriculum lessons.

## Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.

- To ensure progression of the key knowledge and skills identified within each unit and to ensure that these are secure at the end of each age phase.
- To monitor vocabulary books/ activities and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of French.
- To lead further improvement in and development of the subject as appropriate.
- To ensure that the French curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

### **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

### **Inclusion**

All pupils are entitled to access the French curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure an engaging French curriculum.

### **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the National Curriculum in French. The subject leader will ensure that the Governing Body is kept up to date with the new actions and initiatives that are relevant to the subject. Action plans are sent to the governors each year.

### **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.