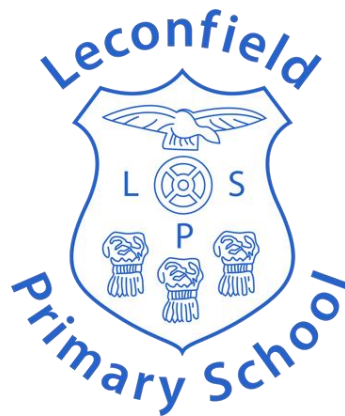


Foreign Language Policy

Leconfield Primary School



Approved by:	Full Governors	Date:
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Last reviewed on:	September 2020 March 2023
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Next review due by:	March 2026
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Contents

1. Vision statement.....	Error!
Bookmark not defined.	
2. Introduction.....	4
3. Vision and rationale for primary languages.....	4
4. Aims for languages.....	4
5. Language curriculum.....	5
6. Language teaching methodology.....	5
7. Assessment, recording and reporting.....	5
8. Inclusion.....	6
9. Resources and accommodation	6
10. Involvement of parents	6
11. Review.....	6
12. KS2 Programme of Study	

1. Vision statement

Our French Curriculum Vision

“Learning another language is not only learning different words for the same things, but learning another way to think about things” ~ Flora Lewis (Journalist)

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help children develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We are:

Respectful - for other cultures, people and traditions

Open Minded - to the variety of language spoken around the world

Curious - about expressing ourselves in a different way

Kind - towards our world community

In conclusion, we ROCK!

We also share the vision statement for Modern Foreign Languages created by the East Riding of Yorkshire Council:

Language learning enables pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers. In this respect it is the development of practical, useful knowledge for all 21st century young people. Yet it is clear that language learning is not only a matter of developing competence in another language, important though this is. It is about the broader curriculum; about children exploring the relationship between language and identity, about developing an international outlook and an enhanced understanding of the world and their place within it. As the opening statement of the new Programme of Study puts it: *“Learning a foreign language is a liberation from insularity and provides an opening to other cultures.”* This has never been more crucial.

Learning another language is full of rich opportunities to develop pupils’ spiritual, moral and cultural experiences. Intercultural understanding plays a central role in how languages are taught, with themes of identity and our place in the wider world put under the spotlight.

Videos, songs, rhymes and stories all enrich pupils’ experience with cultural insights into other people’s lives. Pupils may try out aspects of another culture in their classroom, such as food, clothes or celebrations, building a positive understanding of key features of personal and national identity, values and beliefs.

Learning a language equips pupils to express themselves in new ways. This develops their immediate sense of belonging to the wider world and starts to prepare them for future opportunities in modern life. Teachers look for opportunities for their pupils to communicate with pupils who speak other languages. This is invaluable for moving beyond stereotypical views of the culture of a country and discovering that the similarities are as striking as the differences.

At a deeper level, learning a language confronts pupils with the fact that the way in which they see the world is just one of many possible ways. The words we use for things are arbitrary labels, not derived from the essence of the things themselves. In other languages things are said in different ways. For example, a French learner of English would find it odd that we put the adjective before the noun, describing something before saying what it is. Pupils studying for the English spelling, grammar and punctuation test may be relieved to know that in other languages, parts of speech are not necessarily as fluid. Nouns cannot be forced into serving as adjectives, so in Spanish “a cheese sandwich” is “a sandwich of cheese.” Learning a language in KS2 means pupils grow up with this understanding as their worldview is developing, without the defensiveness of an older learner who feels that language learning challenges their settled worldview.

British Values do not have to be defined in opposition to the values of others, just as one family can define what values are important to them, without implying that other families don't have equally valid principles. Learning another language develops an understanding and respect for diversity, removing barriers between cultures. It is also an opportunity to look at shared values and aspirations, such as personal liberty, democracy and the rule of law. It can help us understand that the particular blend of values we cherish is not universal but is the result of on-going social and historical collective choices.

2. Our Curriculum

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Leconfield Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils. We introduce French in KS1 in the form of basic vocabulary, e.g. when taking the register we use common greetings.

LECONFIELD PRIMARY SCHOOL PRIMARY LANGUAGES CURRICULUM STATEMENT

- The core language taught at Leconfield Primary School is French.
- Our planning is based on the Language Angels scheme of work which covers all the components of the Programme of Study.
- We have developed a bespoke Primary Languages curriculum, which meets the current needs of children at Leconfield. In developing this curriculum, we have utilised components of published Primary Languages, including Language Angels resources.
- It is our intention that all children in KS2 will access first quality teaching of French by a teacher in order to adequately prepare them for KS3.
- Our infant children will be introduced to Primary Languages through exploring other languages informally when appropriate.

Intent	Research Link	Implementation	Impact
<p>There is a clear progression from Y3 to Y6.</p> <p>We will deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more</p> <p>Our children will develop lifelong language learning skills and develop their capability in the use of Primary Languages to promote initiative, confidence and independent learning and encourage diversity within society</p> <p>Our children explore France through its language and traditions</p>	<p>2016, the Teaching Schools Council (TSC) published Modern Foreign Languages (MFL) Pedagogy Review suggested that:</p> <p>The four skills of speaking, listening, reading and writing should be taught together</p>	<p>We use a range of resources including the published scheme Language Angels</p> <p>However, we understand that topics are not enough so, through our topics we ensure that children learn grammar, vocabulary and phonics so they can create their own sentences e.g. through the theme ‘animals’ we might group animals by phonics - chat / chaval, or colour adjectives or female nouns e.g. une tortue verte</p> <p>We rehearse over short, repeated sessions and we also teach explicitly</p> <p>Around our school we use French as much as possible e.g. when taking the register, as greetings and, links to French culture</p>	<p>The coverage of the curriculum is progressive from Y3-Y6.</p> <p>Children can hold short conversations in French using the vocabulary they have been taught</p> <p>Children will know how to create written and oral phrases using their knowledge of phonics, grammar and vocabulary.</p> <p>Children will be able to write simple statements in French</p> <p>Children will know about a culture other than their own</p>

At Leconfield Primary School we introduce French in EYFS and KS1 in the form of basic vocabulary, e.g. when taking the register we use common greetings. We may also introduce French through simple songs and activities linked to French culture to develop their confidence and interest in the wider world.

The school's KS2 scheme of learning is designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners. To aid progression within our medium-term planning, we draw on the non-statutory KS2 languages framework guidance. All pupils in KS2 learn languages for **no less than 45 minutes per week**, made up of dedicated language lessons and using language for real purposes in daily classroom routines. The languages curriculum is aligned with the whole school learning context, content and aims of other subject areas (where appropriate), to enhance the cohesion of learning experiences for our pupils.

4. Language teaching methodology

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the explicit teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self and family. As learning develops, pupils are given opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. They develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two-three topics. Teachers make use of a wide variety of resources, including ICT, and learning activities, including games, information-finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills. There are clear links with literacy, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

5. Assessment, recording and reporting

Assessment in languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. Each lesson begins with up to three questions to assess pupil's prior learning. This enables children to know more and remember more. During lessons, the class teacher, where appropriate, may unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Pupils' work will be completed in an exercise book, which will be an additional source of ongoing evidence of progress.

This work will be marked in accordance with the school's policy. Periodically, the teacher will update a class record of progress, in terms of the specific learning objectives set out in the KS2 Programme of Study.

For reporting purposes, each year, and in line with the reporting arrangements for all other subjects, the pupil's individual achievement with respect to the expected learning aims for each year will be communicated.

For the purposes of transition, we communicate with receiving secondary schools. We will transfer our reporting data at the end of Y6.

6. Inclusion

The school firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive images of languages being spoken by people of both sexes will be promoted. Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress. Any EAL or speakers of languages other than English are encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages. Where access to resources at home is an issue (e.g. technology or printing), pupils are offered alternative access within school or at home so that their learning is not disadvantaged.

7. Resources and accommodation

A variety of resources are available. These include access to the Language Angels website and resources, teachers' resources, books, websites and audio/visual materials.

Each classroom has at least one French/English dictionary. Signage for areas and classroom objects are displayed around the school. Each class teacher will display appropriate vocabulary and phrases which are relevant to the work being done in lessons.

8. Involvement of parents

We communicate with parents using the Seesaw App. Useful follow up learning for pupils is to re-visit the learning from the lesson with an adult or sibling. Being asked to recall the new language and even 'teach it' to a parent or brother / sister provides an ideal opportunity for the new language to take root in longer term memory. Teachers may send home short language activities as appropriate for home learning and we value the vital contribution of parents to the language learning process.

9. Review

Monitoring is carried out by the subject leader in the following ways:

- observation of teaching / drop ins / learning walks
- ongoing, information discussion with teachers and pupils
- review of work in pupil books & pupil voice

10. KS2 Programme of Study National Curriculum in England

10.1 Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education fosters pupils' curiosity and deepens their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read

great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

10.2 Aims

The national curriculum for languages 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.

10.3 Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

10.4 Subject content

Early Years & KS1

At Leconfield Primary School, when appropriate, we introduce our Early Years and KS1 children to French through simple songs and basic vocabulary to develop their confidence and interest in the wider world.

Key Stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

Pupils should be taught 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 and respond to those of others; seek clarification and 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 to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Exemplification of the KS2 Languages Programme of Study in the French Scheme of Learning at Leconfield Primary School

The KS2 Languages Programme of Study can be found at www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf.

	Pupils should be taught to:	The SoL enables pupils to achieve the following objectives:
1.	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. b) Show understanding by joining in, for example with conversations, stories and songs. c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.
2.	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> a) Learn actions which link to phonemes in French (e.g. a, an, in, un, r, u) b) Be able to make the phoneme-grapheme link in French. c) Know and apply the rules for silent letters. d) Be able to say and understand rhymes such as tongue twisters. e) Listen and join in with stories and songs.
3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> a) Understand and give personal information such as name, age, likes and dislikes. b) Ask and respond to simple questions c) Say words and phrases from memory with increasingly accurate intonation and expression.
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> a) Be able to follow a model to ask and answer a variety of questions. b) Be able to speak in sentences to say what

		<p>something is (<i>c'est</i> + a noun), what you have (<i>j'ai</i> + a noun), who you are (<i>je suis</i> + a noun/ name), what you would like (<i>je voudrais</i> + a noun) using a series of familiar vocabulary.</p> <p>c) Be able to use the correct article (<i>un/une/le/la/les</i>) with a noun when speaking in simple sentences.</p> <p>d) Be able to use simple conjunctions, <i>et</i> and <i>mais</i> in sentences.</p>
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<p>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</p> <p>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</p>
6.	Present ideas and information orally to a range of audiences.	<p>a) Be able to present information such as personal details and opinions in pairs, groups and to the whole class.</p> <p>b) Be able to present this information in the form of a presentation, song or poem, written and performed.</p>
7.	Read carefully and show understanding of words, phrases and simple writing.	<p>a) Read aloud stories, poems, songs and raps containing familiar language and structures.</p> <p>b) Demonstrate accurate pronunciation and intonation.</p>
8.	Appreciate stories, songs, poems and rhymes in the language.	<p>a) Listen to and interact with stories using verbal and non-verbal responses.</p> <p>b) Take part in (action songs), singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</p> <p>c) Respond to the written text and use it as a model for further writing in the target language.</p>
9.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<p>a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</p> <p>b) Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words and use these dictionaries with some accuracy.</p>
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<p>a) Write sentences and short texts from memory or by using writing frames or picture clues if required.</p>
11.	Describe people, places, things and actions orally and in writing.	<p>a) Be able to give personal details and opinions orally and in writing.</p> <p>b) Be able to describe people and animals and know the correct word order in French for adjectives.</p>
12.	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of	<p>a) Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b) Know the first, second and possibly third person singular form of the high frequency verbs <i>être</i> (to be) and <i>avoir</i> (to have) and some commonly used</p>

<p>the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>'er' verbs.</p> <ul style="list-style-type: none"> c) Understand that verbs change their endings according to the subject. d) Know the key feature of the word order of adjectives in French. e) Know how to build sentences using <i>c'est, il y a</i> and the high frequency conjunctions <i>et</i> and <i>mais</i> to link words and phrases. f) Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives. g) Understand and use appropriately basic punctuation in French such as a comma, full stop and a capital letter to begin a sentence.
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Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, adaptation, grouping or support from an adult.

Each class has a timetabled lesson of no less than 45 minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated and adapted consolidation activities
- Work activities (at different levels of challenge) are provided throughout each teaching unit

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

10.5 Impact

Each subsequent lesson within a unit is progressive. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and French) and lessons will have more content as the children become more confident and ambitious.

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.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also available 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 term.

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.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will record & analyse data and use this in future planning.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to parents and carers.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

This policy will be reviewed every three years or sooner if our curriculum or legislation changes.
Review Due: March 2026