



Pilgrims' Way Primary School

Foreign Languages Policy

Reviewed: Autumn Term 2020

Next Review Date: Autumn 2021

Introduction

At Pilgrims' Way Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils and we provide opportunities for all children to develop their skills by providing an irresistible primary language experience. Our emphasis is on enjoyment, through practical application, and through cross – curricular linking. Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries. We welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken.

Aims

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 them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Introducing French at Pilgrims Way

In September 2020, Pilgrims Way decided to move away from teaching both French and Spanish across our school. Teaching both languages at different stages of Key Stage Two lead to children not gaining sufficient age-appropriate skills in either language by the end of year 6.

This has led to French being re-introduced as our sole primary language. In order to ensure that children's foundations in French are secure and learning is embedded, each key stage two-year group

is working to the year 3 curriculum this year. This is the beginning of a four-year plan that will see French fully embedded at Pilgrims Way. This progression can be seen below, showing which curriculum each year group will follow in each academic year.

	Year 3	Year 4	Year 5	Year 6
September 2020	Year 3	Year 3	Year 3	Year 3
September 2021	Year 3	Year 4	Year 4	Year 4
September 2022	Year 3	Year 4	Year 5	Year 5
September 2023	Year 3	Year 4	Year 5	Year 6

Language of the Term

In order to celebrate and include the wealth of languages spoken and experienced in our school community the whole school will teach the language of the term. The whole school will be introduced to a new language every term and all children will have the chance during a whole school assembly to learn a little about each language and their culture, all children will learn how to greet people, how to count to ten and how to say well done. We then aim for the language of the term to be a part of the day to day life of the school. For example, teachers can use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children can be encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
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 the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Organisation & Delivery

French is taught in a whole class setting by the class teacher and is therefore not reliant on one key member of staff.

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, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

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

Differentiation and SEN

Primary Language teaching at Pilgrims' Way is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Language learning activities. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.

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:

Year 3	Year 4	Year 5	Year 6
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Core Vocabulary * & Phonetics	Presenting Myself	Do You Have A Pet?	Verbs & Grammar
I'm Learning French	Family	What Is The Date?	At School
Animals	The Tudors or Habitats (Intermediate Version)	The Weather	The Weekend
Musical Instruments	At The Café	Clothes	World War II or Habitats (Progressive Version)
Little Red Riding Hood or Ancient Britain	The Classroom	The Romans	Healthy Lifestyles
I Can...	Goldilocks	The Olympics or Habitats (Progressive Version)	The Planets

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

Assessment, recording and reporting

Opportunities to monitor the children's progress in French are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via pupil voice, visits to lessons and three times yearly book scrutinies. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school and ensuring that French is accessible to both pupils and teachers.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in French.

Impact

Our MFL curriculum ensures all pupils develop key language learning skills set out by the national curriculum, as well as a love of language and learning about other cultures.

Review

This policy will be reviewed by the Culture Hub as part of the school's two-year review cycle to evaluate the school's progress towards its targets, with additional required action to be identified and tracked. Progress will be discussed with the school senior leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Long Term Plan.