



Primary Languages Policy

Signed: ----- Date: -----
Chair of Governors

Signed: ----- Date: -----
Headteacher

Adopted and Approved by the Governing Body: **October 2023**
Review Date: **October 2027**

Rationale

At Singlewell Primary School, we care about the teaching and learning of French. Being immersed into other languages and cultures is of paramount importance in our society today. At Singlewell, we aim to develop children's cultural understanding and **curiosity** of the world around them, as well as celebrating the differences that other cultures have to offer.

All children are provided with opportunities to explore French as a Modern Foreign Language through the skills of Speaking, Listening, Reading and Writing, whilst meeting the requirements of the National Curriculum. During French lessons, we will provide opportunities for children to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching will provide the foundation for learning further languages, equipping children to study and work in other countries.

It is intended that when children leave Singlewell Primary, they will have a natural **curiosity** and **ambition** 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. They will be engaged and prepared to continue language learning at Secondary School.

Aims and objectives of Primary Languages education at Singlewell

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.

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:

- 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.

Organisation & Delivery

French is taught in a whole-class setting by the class teacher or PPA cover and has a timetabled lesson of at least thirty minutes per week. 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. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained, through the register, story time and songs.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

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

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Evidence of Teaching & Learning

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Learning objectives are pitched at an appropriate level of challenge for all pupils. The outcomes can be used to review progress and check whether pupils are ready to move onto the next activity or need more support or challenge. 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. Teachers will use verbal and written feedback in the lessons, along with self-evaluation. Effort and attainment grades will be reported to parents annually in their school report.

Children will write the date in French in their books to accompany their work. Where appropriate worksheets completed by the children will be kept in their books which will be passed through the years and become a portfolio of their learning.

Monitoring

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular monitoring of books with feedback given to teachers delivering foreign language lessons. Pupil Voice will also be collected to ensure the enjoyment and engagement of Languages continually improves. The subject leader will also monitor staff feedback, suggestions and levels of confidence and subject knowledge. The subject leader will offer help to colleagues in planning, teaching and assessing the teaching of French.

Inclusion

Primary Languages teaching at Singlewell is fully inclusive. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Pupils present with different experiences, strengths, interest and prior learning. These will be taken into account to:

- Set suitable learning challenges.
- Respond to the diverse needs of pupils.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Differentiation initially is largely by outcome- particularly in listening and speaking. However, as key language is extended into more complex structure, differentiation is through levelled worksheets.

Equal Opportunity and Access

The school's equal opportunities policy, gender policy and disability policy apply to Primary Languages. Where appropriate, teaching materials and group activities reflect the gender, cultural and ethnic diversity of our society. We try to avoid stereotyping in terms of race, disability or gender. Progress is monitored to ensure that no child is disadvantaged.

POLICY REVIEW AND EVALUATION

This policy needs to be reviewed in 2027.

- Changes in the National Curriculum.
- Experience of using the policy and the need to adjust it.
- National Framework for Languages KS2.
- The effectiveness of Language Angels as a framework for long term planning and a resource.