

Vernon Primary School



Languages Policy



The vision of the Languages curriculum at Vernon Primary School is to provide every pupil with:

- The confidence to speak with good intonation and pronunciation.
 - Fluency in reading.
 - Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
 - A passion for languages and a commitment to the subject.
 - The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

'Nobody else is quite like me'

The importance of language learning in the curriculum

At Vernon Primary school we believe that learning a foreign language provides a valuable educational, social and cultural experience for all children. Our vision is to provide children with opportunities to develop linguistic competence, to extend their knowledge of how language works, to explore differences between the focus language and English as well as to develop an interest in the culture of other nations.

In our school, we teach French to all children in key stage 2 as part of the school curriculum. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. We believe that children enjoy learning to speak another language and the earlier a child is exposed to a foreign language, the faster the language is acquired.

Through the provision of language learning opportunities, children will develop communication and literacy skills that lay the foundation for future language learning.

Aims and Objectives

The aims and objectives of learning a language in primary school are:

- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun
- To stimulate and encourage children's curiosity about language
- To make young children aware that language has structure and that the structure differs from one language to another
- To help children develop an awareness of cultural differences in other countries
- To develop language skills through speaking, listening, reading and writing
- To lay the foundations for future study.

Organisation

We teach French to children in years 3 to 6 on a weekly basis; the children within the Early Years Foundation Stage and Years 1 and 2 are also provided with opportunities to learn French greetings and practise number work as part of their daily routines (taking the register and lining up). There are also KS1 French, Greek and Spanish clubs which run weekly as extra-curricular activities. Languages in Key Stage 2 is taught by highly-skilled members of staff who have a command of the French language. A weekly KS2 French club takes place for those children who have a special interest and wish to further enhance and enrich their learning.

As a whole school, we celebrate 'European Languages Day' which falls during the Autumn term. This event widens and enriches the children's knowledge of other languages in addition to the French that is taught in KS2. Within our long term map, each KS2 class is also allocated a focus unit which looks at a French speaking country. This begins with Year Three studying France itself, exploring its culture, key landmarks and cities. This additional learning opportunity for every year group provides a basis for comparison of other French speaking countries as they move through the Key Stage.

In addition to this, we have developed strong links with Poynton High School and other schools in the local area to adopt a multilingual approach to languages, a project we are heading up and cascading to other local schools. In each KS2 year group, children will learn greetings in another language and about another country's culture linked into their termly theme. For example, in the autumn term whilst studying Ancient Greece, Year Five will learn some Greek. These units are also integrated within our Languages long term map.

The Curriculum

We use 'Language Angels' as a basis for our Languages Curriculum, which is linked to the National Curriculum Programmes of Study and have devised a long term plan to chart the progression of learning through a clear sequence of units from Year 3 to Year 6. Planning and delivery of French lessons comes from the use and adaptation of 'Language Angels' with the addition of cultural aspects to broaden and enrich the curriculum.

This curriculum enables children to read fluently, write imaginatively, speak confidently and to understand the culture of the countries in which the language is spoken.

Through the teaching of French, we educate the children to know and understand how to:

- Ask and answer questions
- Use correct pronunciation and intonation
- Explore life in other cultures
- Memorise words
- Interpret meaning
- Understand basic grammar and phonetic patterns/ sounds.
- Develop their vocabulary
- Use bi-lingual dictionaries
- Work in pairs and groups to communicate in the other language

Teaching and Learning Style

We base the teaching of French upon the National Curriculum. We have carefully expanded on this to reflect the context of our school (cross-curricular learning), the themes (making links where appropriate) on which our teaching is based and the abilities of our children. The sequences of sessions are carefully planned and linked to the learning objectives within the Curriculum. We use the 'Language Angels' programmes of study planning, teaching and to aid assessment. Progress is also planned across the key stage to ensure there is a clear build up and consistent development of phonics, grammar and vocabulary across the taught units.

At the beginning of each term, the objectives are reviewed to ensure that planning caters for meeting the needs and abilities of the given children. Each series of lessons are planned for in half-termly blocks and reviewed at the end of each term.

We use a variety of techniques to encourage the children to have an active engagement in languages: these include pictures, books, videos, games, role-play and songs (particularly action songs). In order to expose the children to more than one voice in the foreign language, we watch

DVD clips, listen to French music, listen to the sounds of native speakers and whenever possible we invite native speakers into the classroom.

We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games as we feel 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 constant praise for any contribution they make in the foreign language, however tentative. The children will record each lesson where possible, and will build up their skills to compose a longer written piece at the end of the unit to reflect their understanding.

The children are given vocabulary books at the start of year 3 which follow them through the key stage as a learning tool to support their work. The children enter key words and phrases for each unit and use these to support independent writing during the unit and to refer back throughout the year.

We also provide opportunities for children to share their language learning experiences with their peers by developing their confidence in performing to an audience.

Children across key stage 2, have created French labels which will act as visual aids to support their learning of key French vocabulary. These are also being created in key stage 2 classrooms to help highlight new words and phrases.

Inclusion

At Vernon Primary School we teach French to all children, whatever their ability. Our provision of Languages is inclusive in line with the National Curriculum and aims to provide equality of opportunity for all children. Through our Languages teaching, we provide opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's differing needs, through questioning and learning outcome. In planning to meet the varied needs of pupils, the objectives are adapted and chosen to support the learning of individual children.

Assessment and Recording

Assessment takes place against the Learning Objectives. Teacher's use their professional judgement, observations of children speaking French, recorded work and Language Angel assessment units to assess each child at emerging, expected or exceeding for each objective. This is then recorded half termly on the FFT Aspire (Fischer Family Trust). This allows us to consider each child's attainment and to track their progress. Our assessment process looks at a range of factors ensuring that all children can access the curriculum at the appropriate level – classroom organisation, teaching materials, teaching styles, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the needs of all children.

We assess the children in order to ensure that they make good progress in this subject. We do this through teacher observation and questioning during Language sessions, as well as by carrying out end of unit assessments. Children carry out a summative assessment at the end of each half term, which cover the skills of reading, writing, listening and speaking.

Children also complete a self –assessment to reflect on the taught skills each half term.

The French page in the children’s study books also provides a formal assessment of progress.

Furthermore, the progress children have made in French during the year will be reported annually in the end of year report.

Across the language sessions, the children will record their work in a variety of engaging and creative ways. This may include; group conversations or reading out loud and recording using Ipads (QR codes), photographs of written work or still images from role play, images of art work and written pieces of work formulated on the computer or by hand. This selection of work will be presented in their Languages files and used as evidence when assessing the children at the end of the unit.

A French display has been created in the entrance of the school and will be used to celebrate children’s achievements during language sessions. It will also illustrate progression in the subject across the key stage as work will be shared with the school throughout the term. There is also an informative cultural display on the Key Stage 2 corridor which celebrates diversity across our school. Children and staff across the school also send ‘Postcards to Vernon’ to share in their travels and inform their peers about the countries they have visited. This is an opportunity for the children to learn about a variety of cultures across the world. These are displayed in the Reading Hub and are accessible to read and enjoy by all year groups in school.

Involvement with the wider community

Whenever possible, we aim to have native speakers of French (or other languages) into school to provide a model for the children’s language development and cultural understanding. Parents who have qualifications in French or other foreign languages and who speak fluent languages are encouraged to help out in school to further support learners. Links have been established with the Departmental Head of French at Poynton High School to develop the primary curriculum and provide opportunities for the children through use of other resources. Communication has also been established with Poynton High School to plan in opportunities for Sixth Form students to come in and support languages sessions in our school.

We have strong links with the PDA schools and regularly meet alongside languages staff from Poynton High School to share good practice. We have developed a multilingual approach to teaching Languages in Primary school through this hub. French continues to be the predominant language delivered in Key Stage 2 but this innovative approach, allows the children to sample a range of other languages, which are delivered during Language sessions throughout the year.

Monitoring and Review

We monitor teaching and learning of French in the same way as we do all other subjects that we teach in the school. This policy and the delivery of Languages at Vernon Primary school will be kept under review by the Head teacher, subject leader and the Curriculum Committee of the Governing Body. The Head teacher also reports to the Governing Body on the progress of children in French in the same way as any other subject.

Resources

Resources supporting the teaching of Languages at Vernon Primary school are stored centrally in a cupboard on the Year Six corridor.

Resources include:

- Language Angels resource bank (online access and full school subscription)
- A collection of CD's and DVD's.
- French story books
- A set of French/English dictionaries
- A collection of puppets
- Role-play equipment – soft toys, food items, money etc.
- Large parachute, bean bags and balls for outdoor use
- Games
- My body display packs
- Time resources
- Weather symbols with French labels
- Flash cards to show names of body parts
- Euro coins and notes
- French colour bean bag sets
- Foam dice with question cards to insert

There is also a selection of language and cultural books in the school 'Reading Hub' which children can freely access and enjoy.

Policy date – June 2023

Review Date – June 2026

Ratified by Governors – June 2023