

St Mary's CEVC Primary School Languages (French) Intent, Implementation and Impact Policy



Enjoy · Learn · Grow
Together

Intent

St Mary's Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The language studied is French. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2.

The intent is that all content will be regularly updated and reviewed, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the French language knowledge of our pupils progresses within each academic year and is extended year upon year and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary

phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

The intent is that, as linguists, we 'let our light shine' by developing a genuine interest and positive curiosity and enthusiasm about languages. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming linguists - life-long language learners.

Implementation

All classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil's skills in French through regularly taught and well-planned weekly lessons. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year, will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for French. Language Angels units of learning are categorised by 'teaching type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous French language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including French grammar concepts) of the French language presented to pupils. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of French. Grouping units into these Teaching Type categories ensures that the French language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in French and they will have ample opportunities to speak, listen to, read and write French with and without scaffolds, frames and varying levels of support.

Children will build on previous knowledge gradually as their French lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. This will allow pupils to transfer key knowledge to long-term memory, enabling them to memorise and recall knowledge about the subject and understand how this knowledge fits with larger concepts. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the French language.

St Mary's has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the French taught with increased fluency and ease.
- Writing activities are recorded in French books – these provide an opportunity for evidence and assessment.

In addition to following the lessons provided in the Language Angels scheme of work and resources, the following is also intended:

- Foreign language celebration assemblies (French Language Day, European Day of Languages).
- School celebration of Bastille Day to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Impact

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. Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Short-term planning is also provided in the form of knowledge organisers and 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 scholastic term.

Pupils should 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. Pupils should know and 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. At the end of a unit, pupils should be offered self-assessment grids and the opportunity to revisit the unit learning intention sheets to ensure they are also aware of their own progress. 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.

Children are expected to make good or better than good progress in their French language learning and their individual progress is tracked and reported to pupils and parents/carers. If pupils are not progressing in line with expectations, this will be identified using the assessment tools detailed above and 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.