

## Languages Policy - French

September 2022 update

### **National Curriculum purpose of study:**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen 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.

The national curriculum for language 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.

Intent	At Abbey Meads, we believe that the learning of an existing foreign language provides a valuable educational, social and cultural experience for all pupils. We aim to raise awareness of the multilingual and multicultural world around them and provide pupils with an insight into their own culture and that of others. At Abbey Meads, we teach the children French. We aim to prepare our children for a world that is constantly changing, where work and other activities are increasingly carried out in languages other than English; our teaching of French will provide them with lifelong learning skills that will enable them to continue their learning of languages in KS3 and beyond. We aim to deliver a carefully planned language curriculum that develops appropriate subject knowledge, so that the children know and remember more. We aim to develop communication and literacy skills that are the basis for language learning, together with linguistic competence to extend their knowledge of how language works. Children are given the chance to express their ideas and thoughts in another language and respond to French speakers both orally and in writing. We want to engage and excite the children in another language and to inspire them to learn further languages and understand how this can help them live, study and work in other countries. We believe that increased capability in the use of a language promotes initiative, confidence and independent learning and encourages a joy of learning about themselves and others.
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Implementation	<b>Scheme of work</b> The school has a topic and vocabulary overview which states the units of work, subject specific content and key vocabulary and phrases for each year group. The overview also details the grammar to be taught within each year group, ensuring full coverage across the key stage. The school also has a progression of skills, taken from the National Curriculum, which is broken down into speaking, listening, reading and writing. The progression of skills ensures that children are given a variety of opportunities to explore and learn French and that skills are built on across the key stage.
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	<p><b>Planning</b></p> <p>Yearly overviews show which units will be taught in which terms and teachers break these units down into lessons on medium term plans. The progression of skills guides lessons to ensure children build on prior learning across the school and the vocabulary overview ensures teachers are clear about previous learning.</p> <p>Medium term plans highlight how individuals/groups will be supported to ensure all children can access the languages curriculum. They will also provide more details regarding resources children will be using, and any links that will be made to other subject areas.</p> <p><b>Teaching</b></p> <p>Each year group has five languages units of work a year. In Year 3, children are introduced to France; they learn the location of the country, a little about its culture and countries where French is spoken. This cultural knowledge is built upon throughout the key stage. French lessons are usually around 30 minute sessions as a whole class. Wherever possible they link to the class topic for the term, but other key vocabulary is taught in addition to these units. There is a big focus on oracy and lessons consist of lots of repetition together with opportunities for short conversational activities and games. All year groups complete at least three pieces of written work during a school year, where children apply new vocabulary and phrases towards the end of a unit of work. All lessons have clear, achievable objectives, are fun, practical and varied and include a mixture of whole class, small group and pair work.</p> <p><b>Assessment</b></p> <p>Teachers use formative and summative assessments to direct next steps in learning and provide targeted intervention where necessary.</p> <p>During lessons, teachers use questioning to guide lessons and to support and challenge learners. Teachers complete end of unit assessments on the foundation assessment sheets to monitor the attainment of the whole class. These can be used to guide future planning or to build in extra sessions for specific skills. The language subject leader looks at end of unit assessments to gain an understanding of the attainment of children in French.</p> <p><b>Cross curricular</b></p> <p>Teachers plan to make cross curricular links where possible. Many units of work in French link into classroom topics, e.g. Y5 describe planets in their space topic and Y6 focus on countries which links to their geography work on Biomes. Children's knowledge of understanding of the world is developed through learning about a different country as part of French lessons.</p> <p><b>Home - School learning</b></p> <p>Languages has been a part of our family learning events in the past. Parents were invited into school to observe how French is taught and to join in with activities across the school.</p>
	<p><b>Monitoring</b></p> <p>The subject leader monitors the subject across the school. They follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in languages.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p> <p>The subject leader looks at the class assessment documents at the end of the year to put this information together with the information from the subject monitoring during the year.</p>
Impact	<p><b>Pupil/Parent/Staff voice</b></p> <p>Children talk with enthusiasm about their languages lessons. They can explain what they have learned and talk about vocabulary that they have developed across the years. Children know why languages are an important part of their education.</p> <p>Staff understand the progression of skills and feel well equipped to use this in their languages lessons.</p> <p>Staff use the subject coordinator to support them with planning units of French to ensure they are of the highest quality.</p>

	<p><b>Data</b></p>
	<p>End of unit assessments show that children are working at the appropriate standard within languages. These assessments also highlight children working above the expected standard. Learning walks and book looks support these assessments to build an accurate picture of the level of languages teaching and learning across the school.</p>
	<p><b>Book looks</b></p>
	<p>Book looks show that children are given the opportunity to write in another language and that appropriate scaffolding and support is given. Children take pride in their work and talk confidently about it. Vocabulary books are well used and added to within units.</p>
	<p><b>Planning audits</b></p>
	<p>All planning meets the requirements of the NC within a topic based approach. Planning shows appropriate coverage of knowledge and skills, following the school progression of skills document.</p>
	<p><b>Learning walks</b></p>
	<p>Children are engaged in their learning and show enthusiasm for French. Lessons show opportunities to use French in a variety of ways (reading, writing, speaking and listening) and they are part of a build-up of skills and fit into the school's progression of skills document.</p>