**Carleton St Hilda's CE Primary School**

# Modern Foreign Languages Policy

## MISSION STATEMENT

Our mission statement 'Open hearts, open minds, learning together with God' underpins all the work that we do.

## Rationale

At Carleton St Hilda's we believe that every child is a gift from God, and as such brings with them unique talents and characteristics which are to be nurtured and celebrated. Teaching and learning across all areas are set within a Christian context and our core set of Christian Values underpins our whole school curriculum as well as the daily life of the school.

We believe that learning a foreign language develops children's wider language development, speaking and listening skills, risk-taking and and confidence, and broadens children's knowledge of cultures beyond their own experience. Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). St Hilda's has adopted a cross-key stage approach to the teaching of French as our chosen modern foreign language to all KS2 pupils.

## 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 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 learning a language, properly preparing them for the next stage of their language learning journey at secondary school. This 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**

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 French grammar, including: feminine and masculine 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.

Displays of the content being taught in French will be displayed in individual classrooms where possible.

**Organisation & Delivery**

French is taught in a whole-class setting by the class teacher, and our choice of scheme supports those who are non-specialists or have little knowledge of French. 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. Children with SEND have access to the curriculum through modification of tasks and/or support from an adult as appropriate to their need.

Each class has a timetabled lesson of at least thirty minutes per week. French is also used beyond the timetabled lesson, for example to greet or respond to the register, and can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & rhymes
- Differentiated desk-based consolidation activities
- Worksheets are provided for each teaching unit

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

French is taught through discrete units of work which build on prior learning and extend knowledge of vocabulary throughout KS2. The sequence of units is outlined in the KS2 curriculum map for French. Pupils in KS1 are exposed to simple French songs and greetings to encourage a love of languages from a young age.

**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 and Transition at End of Key Stage**

Where appropriate, work completed by the children may be kept in their French books which can be passed through the years and become a portfolio of their learning. This ensures that children retain access to essential vocabulary learned in previous years. All of this information, along with the pupil's individual progress reports, can be forwarded to their secondary school at time of transition.

**Assessment of Pupil Learning & Progression**

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do…' grids. This is a quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

2. More detailed assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in key language learning, as well as monitoring progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

**Monitoring and evaluation**

The subject leader monitors the effectiveness of the language teaching provided throughout the school via pupil conference, scrutiny of written work, discussion with teachers and planning. The subject leader and class teacher will together monitor the learning and progression made by pupils across the key stage. Pupils' progress in French is reported to parents annually.

**The role of the subject leader**

The subject leader will support KS2 teachers in French, particularly those who are less familiar with the language. They are responsible for ensuring that Language Angels is accessible to all teachers, and that high-quality language education is provided for all pupils in KS2. The Subject Leader will encourage, where appropriate, the sharing of work and presentations in French. Cross-curricular links, for example learning about history topics in French, is included in the curriculum map for French. The subject leader will also report to governors on the teaching and learning of French at St Hilda's, and will contribute to school self-evaluation and development planning in collaboration with the headteacher.

This policy is due for review in September 2027 and should be used in conjunction with:

-SEND policy
-Assessment policy
-Handwriting policy