LANGUAGES GUIDELINES (CURRICULUM)

Reviewer: Eleanor Laxton

Updated: October 2022

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Review: Autumn 2024

Introduction

This document is a statement of the aims, principles, strategies and procedures for the teaching and learning of foreign languages throughout the school.

INTENT

From September 2014 the teaching of foreign languages at Key Stage 2 is statutory in all maintained schools in England. Learning languages is the development of children's linguistic competence. It should be seen as a lifelong skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding. At Whitegrove, all children are taught French from Year 3 to Year 6, with the intention that they develop good skills for both spoken and written communication as well as an awareness of the similarities and differences between French culture and their own. In Key Stage 1, French is introduced informally to the children.

Aims

- Develop an enthusiastic and positive attitude to other languages and language learning;
- Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Become increasingly familiar with the sounds and written form of a foreign language;
- Enjoy some degree of success in learning a new language;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as asking questions;
- Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
- Form a sound basis for further language learning at Key Stage 3 and beyond.

National Curriculum

For every pupil in Key Stage 2 learning a language is a statutory foundation subject. The attainment targets relate to listening and speaking skills; reading and writing skills; knowledge about grammar:

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures

- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when you they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied

IMPLEMENTATION

Teaching

French is planned and taught by a specialist language assistant, following the guidance and scheme of work document from Bracknell Forest Council. Within these units, planning takes account of the progression of skills within the National Curriculum. It is taught through a combination of longer lessons with a focus on learning and applying new vocabulary and grammar in which the class teacher is present. The teacher can then follow up with frequent revision activities to support current learning and practise all that the children have learnt.

Lessons allow children to listen and respond to French spoken by native speakers, and to explore spoken French through songs, rhymes, games and stories. Children build a wide vocabulary through a range of topics taught each year, and build on the grammatical structures they have learnt at each stage. All children will have opportunities to read and share their opinions about a variety of texts in the French language and to write their own texts based on these. Underpinning all language learning is the development of intercultural understanding: that French is spoken by people in many countries around the world and that their rich and varied cultures are shaped by many factors including their shared language.

Educational visits and visitors to the school are used wherever possible to aid learning.

Progression for all pupils

At Whitegrove we provide a broad and balanced curriculum for all our pupils. We recognise the fact that there are children of widely different abilities and varying needs in all classes, and we provide suitable learning opportunities for all children by differentiating activities within languages to ensure that the specific needs of individual children are best met. Children are encouraged and supported to develop their skills in this subject. The teaching of languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those

children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a language and can apply the skills and strategies they have learnt, whilst being challenged to build further on their expertise.

We achieve this by:

- responding to pupils' diverse learning needs;
- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, according to the ability of the child and showing the children how to challenge themselves;
- using classroom assistants to support the work of individual children or groups of children;
- encouraging the children to take risks and supporting their peers to do the same.

IMPACT

Assessment

The class teachers and specialist teachers of French assess each child's progress against the Bracknell Forest expectations for each year of learning. By the end of each year, the stages which have been achieved for each attainment target will have been recorded on a monitoring sheet in the children's work book. Assessment is based on class observations of listening and speaking activities; written evidence in the workbooks and self-assessment by the child after each unit of work in which they evaluate their performance. Parents receive a summary of their child's progress in French in the end of year school report.

The Role of the Languages Subject Leader

The main task of the Languages Subject Leader, in consultation, is to support colleagues and so improve the quality and continuity of language teaching in the school.

The subject leader is responsible for:

- Supporting and working with colleagues and keeping them informed of changes and developments within their subject;
- Monitoring the relevance, continuity and progression of the languages curriculum throughout the school and recommending any action needed;
- Providing advice about the languages guidelines and schemes of work;
- Keeping, updating and extending resources, ensuring staff are aware of their availability and identifying future needs;
- Keeping own skills and knowledge up to date through reading and attending relevant courses and by developing links with sources of expertise and information beyond the school.