

High Ercall Primary School



Languages Policy

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HIGH ERCALL PRIMARY SCHOOL CURRICULUM POLICY GUIDANCE FOR LANGUAGES

INTRODUCTION AND SUBJECT DEFINITION

What does French look like at High Erccall?

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of and knowledge about other cultures and languages. The MFL provision at Key Stage 2 in High Erccall Primary School is designed to reflect this and also takes into consideration the primary MFL entitlement as set out in the National Curriculum 2014.

The key elements of MFL learning at High Erccall are:

- Our language learning is inclusive and accessible for all to enable all the children to learn more and remember more.
- We will give our children a clear starting point for a school career in learning languages - to enable our children to continue their learning in French at our main feeder school – The Charlton Academy.
- It is taught as a coherent programme from year 3 to year 6 – building substantive knowledge to enable the children to speak, read and write in French by Year 6.
- The taught substantive knowledge is: phonics, key vocabulary and grammar. With clear sequencing and regular practise and retrieval, the children build their knowledge and understanding of the French language to meet the requirements of the National Curriculum.
- The children will build their disciplinary knowledge of languages and how they are structured to apply this learning to other language in later life
- The children learn and know about French life and culture.

One of our key drivers for our curriculum at High Erccall is diversity. It is important that we give all children the chance to learn a language to gain insights into their own lives and those of others around the world. They then can learn about people in other countries and cultures and reflect upon their own cultural identities and those of other people.

Purpose of study

At High Erccall, our aims and objectives in teaching languages are for children to:

- Foster an interest in learning another language;
- Develop speaking and listening skills;
- Apply and develop their knowledge of languages and language learning;
- Gain enjoyment, pride and a sense of achievement;
- Explore their own cultural identity and those of others;
- Increase personal aspiration.

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 writing in the language studied

Curriculum Organisation

To ensure coverage, depth and balance in the curriculum, teachers plan in a variety of ways:

- Each class has a two-year long-term plan for teaching and learning in French. This includes details about taught substantive knowledge (vocabulary, grammar and phonics). The disciplinary knowledge about learning a language and about the wider cultural elements are explicit within the planning but also intrinsic in the teaching and learning and understanding.
- The Medium-term Planning plans teaching and learning over a term, with more detail to ensure coverage of vocabulary and learning objectives.
- Class teachers in Key Stage 2 are responsible for ensuring French lessons are planned every term. This may take the form of half an hour lessons each week or 1 hour lessons spaced over a term or half a term.

Expectations

We follow the National Curriculum expectations for languages and expect that our pupils will have met or exceeded the expected standards for Year 6 pupils. The languages curriculum is made up of four strands, which are linked together and are of equal importance:

- Read fluently - by the end of KS2 children can repeat phrases with accuracy and little prompting.
- Write imaginatively - Year 6 children can write a mostly accurate passage about a topic/theme studied.
- Speak confidently – children can respond to others within a conversation accurately
- Understanding the culture – they can experience and describe interesting facts about countries where the language is spoken.

How will this support the children in lifelong learning?

Learning French, and learning about the countries where it is spoken, increases children's knowledge and understanding of the world and can promote aspiration for travel and a broadening of life experience.

The skills pupils acquire in MFL lessons are translated across other subjects in the primary curriculum, particularly reading and writing. As the children move into secondary schools, they will apply their disciplinary knowledge to any taught language.

Speaking and listening skills are all covered in depth through the MFL curriculum. These opportunities enhance both children's confidence and ability in these areas, equipping children with communication skills they will draw upon throughout their school career and in later life.

SUBJECT CONTENT

Key Stage 2

The planning developed for KS2 will target objectives taken from the National Curriculum 2014. Each year group in KS2 has its own programme of study, each building on learning from the previous year ensuring progression and each contributing to a secure development of the National Curriculum objectives. Teachers strive to include elements of French learning in the daily routine. This enables our pupils to use their French knowledge in different contexts and repetition of key phrases increases the long-term memory, essential for lifelong learning. We use an online learning platform called 'Primary Language Network' which provides teaching and learning resources and supports the professional development of non-specialist teaching staff. We also liaise with our feeder secondary school for professional development and to ensure that our teaching and learning is supportive of our children as they move into Year 7.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages – key stage 2 and 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.

CONTINUITY AND PROGRESSION

Continuity

High Ercall Primary School ensure continuity in MFL by providing opportunities for languages across the curriculum, through a wide range of contexts. Children may be exposed to some vocabulary as early as Reception and these, along with fundamental skills, are revisited every year through KS2 to build and embed the knowledge. Repetition of topic vocabulary is essential for long term memory and, in turn, lifelong learning. Liaison with The Charlton Academy to construct the curriculum and understand Year 7 expectations also ensures continuity and progression into KS3.

Progression

Teachers follow the National Curriculum Programme of Study to teach the languages curriculum. Learning objectives are layered to ensure coverage and progression within the year groups and across a key stage. Our long-term planning ensures coverage of objectives and the medium- and short-term details cross curricular links and the sequence of lessons to ensure progression of skills and knowledge.

TEACHING AND LEARNING STRATEGIES

There is a set taught French session in Class 3, 4 and 5 timetables each term. This ensures that there is formal instruction, regular practise and constant retrieval of taught vocabulary, grammar and phonics.

The lessons are organised in three parts: a warm-up consisting of a song or game, grammar/phonics practise and introduction of topic vocabulary. Teachers also provide revision of previous learning through use of mind maps, questioning and mini quizzes. Our long-term planning ensures coverage of objectives and the medium-term planning details cross curricular links and the sequence of lessons to ensure progression of skills and knowledge.

Each class in High Ercall Primary has children from a wide range of abilities and we seek to provide suitable learning opportunities for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, learning will be differentiated according to ability.

CONTRIBUTION TO OTHER AREAS OF THE CURRICULUM

Languages are sometimes taught as a discrete subject. It is also taught through a cross-curricular approach, drawing upon, where possible, children's skills in other curriculum areas to make links more pertinent and meaningful. The skills pupils acquire in MFL lessons are translated across other subjects in the primary curriculum, particularly reading and writing. Speaking and listening skills are all covered in depth through the MFL curriculum. These opportunities enhance both children's confidence and ability in these areas, equipping children with communication skills they will draw upon throughout their school career and in later life

EQUAL OPPORTUNITIES AND INCLUSION

It is the aim of the school to ensure that opportunities and facilities are available to everyone who studies languages.

- We will ensure that the educational needs of all pupils are properly assessed.
- We will identify those barriers (physical, environmental and curricular) which could prevent individuals from accessing the learning opportunities the school provides, and seek to remove them, making reasonable adjustment though our best endeavours to promote inclusion.
- We will seek to provide a supportive and welcoming atmosphere.
- We will employ a range of teaching styles to ensure no pupil is excluded from learning and to enable pupils to achieve success.
- We will challenge inappropriate attitudes and practices directly. This might involve quiet conversations with individuals, speaking with groups of children, broader messages through assembly time.
- We will model positive behaviours to demonstrate our commitment to equality of opportunity.

ASSESSMENT, RECORDING AND REPORTING

Assessment in MFL is carried out within the lessons as part of ongoing teaching and learning and is guided by the National Curriculum Framework, supported by resources from the Common European Framework and the Language Ladder. Attainment and progress is reported to parents at the end of the year, related to age appropriate objectives.

- Review learning in books – through scrutiny
- Lesson observation

- Shared planning
- Talk to pupils
- Governor review

REVIEW AND MONITORING

The MFL subject leader will undertake monitoring, feedback and review, including pupil surveys. The Governing body may also be involved in review.

PROFESSIONAL DEVELOPMENT

Any courses or CPD, which the subject leader attends, will be disseminated to staff by the subject leader, if appropriate.

Non-specialist teachers in MFL will be supported by the online learning platform which includes CPD. Links with The Charlton Academy may also be used to support staff development.

POLICY REVIEW

The policy will be reviewed by the subject leader in 3 years or earlier if appropriate.