

# Stanford in the Vale CE Primary School

## Languages Policy



### **Rationale**

At Stanford in the Vale CE Primary School we consistently promote the study of a foreign language because of its increasing importance in both personal development and in global society. The National Curriculum States that, "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 experience of learning and using a foreign language allows children to explore the life-style and culture of another land through the medium of its language. It also promotes positive attitudes towards other cultures and speakers of other languages.

Learning a foreign language makes an important contribution to learning in general. As well as teaching the meaning of words and sentences (an awareness of language), it promotes social interaction and fosters sympathetic attitudes towards the culture and people of a foreign country.

The teaching and learning of a Modern Foreign Language supports and develops the children's listening, speaking, reading and writing in their first language.

Finally, effective foreign language learning equips children with a skill which is advantageous to secondary school education, adult life and work. Success in industry and commerce depends increasingly on our willingness and ability to communicate with others in their own language, while others will use it for reading, travel, recreation and personal contacts, either at home or abroad.

### **Aims**

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 studies.

### **Guidelines to Practice**

- ❖ The curriculum planning should ensure progression throughout Key Stage Two.
- ❖ The teaching should be purposeful and include clear objectives for each lesson.
- ❖ Lessons are timetabled once a week for 30-45 minutes
- ❖ To deliver the curriculum effectively, a range of equipment should be used, including the interactive whiteboard, laptop, flashcards and games.
- ❖ There should be opportunities to practise language skills as a class, in smaller groups, pairs and individually.
- ❖ Teaching should involve active learning including the use of games, songs, dance, rhymes, story-telling and role play.
- ❖ In addition to a timetabled language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register and classroom instructions.

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### **Planning**

The French curriculum taught is using the PLaIt scheme from Twinkl. It has been designed with non-specialists in mind, helping to scaffold the languages curriculum and make teaching and learning French an easy, fun experience for both pupils and teachers. The units are to be taught in a linear fashion, beginning in Year 3 and following through to Year 6, so that language points already taught are referenced, reinforced and recapped while children build new knowledge and skills. Whilst the National Curriculum does not stipulate specific expectations for each year group, the Languages aims are covered in progressive difficulty from the expected outcomes in Year 3 units to more demanding language expectations by the end of the four Year 6 units. Our curriculum will be rolled out, with all children being taught the Year 3 aims in 2020- 2021, then Years 4, 5 and 6 being taught the Year 4 aims in 2021-2022. This will continue until all year groups have caught up and are ready to progress through the units each year. The planning for each year group is split into six unit packs. Each unit pack includes six detailed lesson plans containing a lesson presentation, creative and differentiated lesson activities and resources including key vocabulary cards. These resources centre round a central theme. Throughout each unit, whenever new language is presented, children are given repeated opportunities to practise and produce the target language. Those points will then be recapped in later lessons and units.

### **MFL in Early Years and KS1**

Though the study of a foreign language is only statutory in KS2, it is important that the Early Years and KS1 are introduced to language learning through exploring other cultures and languages beyond our own. Although there will be no formal lessons in the Early Years and KS1, children will be encouraged to sing songs and rhymes, as well as take part in some activities.

### **Pupils will 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
- 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

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**Focuses for each year group:**

|            | Term 1   | Term 2              | Term 3             | Term 4              | Term 5           | Term 6               |
|------------|--|---------------------|--------------------|---------------------|------------------|----------------------|
| Foundation | Listening: <b>Demonstrate awareness</b> that some people may speak a different language.<br>Speaking: <b>Attempt to imitate</b> simple words spoken in a different language.<br>Reading: n/a<br>Writing: n/a<br>Multicultural Understanding: <b>Demonstrate</b> awareness of similarities and differences between... Myself and others, families, communities and traditions and relation to places.   |                     |                    |                     |                  |                      |
| Year 1     | Listening: <b>Listen and respond</b> to simple songs.<br>Speaking: <b>Attempt to join in</b> with simple songs.<br>Reading: <b>Recognise</b> that a word may not be written in English.<br>Writing: n/a<br>Multicultural Understanding: <b>Demonstrate basic understanding</b> that different countries or cultures may speak different languages.<br><b>Demonstrate basic understanding</b> that different cultures may have different traditions.  |                     |                    |                     |                  |                      |
| Year 2     | Listening: <b>Recognise and understand</b> basic words and greetings e.g. hello, goodbye, yes, no<br>Speaking: <b>Say basic common words</b> and greetings e.g. hello, goodbye, yes, no<br>Reading: <b>Sometimes recognise</b> very simple frequent words in written form e.g. yes, no<br>Writing: <b>Attempt to copy</b> a simple frequent word.<br>Multicultural Understanding: <b>Understand</b> that some people speak a different language to my own. <b>Gain</b> a broad and basic understanding of conventions in different cultures. |                     |                    |                     |                  |                      |
|            | Term 1   | Term 2              | Term 3             | Term 4              | Term 5           | Term 6               |
| Year 3     | Getting to Know You  | All About Me        | Food Glorious Food | Family and Friends  | Our School       | Time                 |
| Year 4     | All around Town  | On the Move         | Gone shopping      | Where in the World? | What's the time? | Holidays and Hobbies |
| Year 5     | Getting to Know You  | All About Ourselves | That's Tasty       | Family and Friends  | School Life      | Time Travelling      |
| Year 6     | Let's Visit a French Town  | Let's Go Shopping   |                    |                     | This is France   | All in a Day         |

**Assessment and Record Keeping**

Classroom Monitor is used to assess children's understanding and ability in French from Year 3 upwards. Teachers will make ongoing judgements during lessons and children will complete differentiated activities, where appropriate, which will be retained by the class teacher. The subject leader will collect examples of children's work on a termly basis.

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**Monitoring and Evaluation**

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This will be through lesson observations, pupil interviews, staff interviews and work scrutinies. The subject leader will also support colleagues in the teaching of French.

**Policy Review:**

Written – June 2020

Naomi Scott

Review – June 2022

Languages Coordinator