

Oak Meadow Primary School

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Policy: Languages

From tiny acorns mighty oaks grow.

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Contents

Page

Curriculum Statement	3
Skills Progression	4
Assessment	4
Early Years	4
Cross – Curricular Links	4
SMSC Development	5
Diversity	5
Planning and Resources	5
Subject Essentials	5
Role of the Subject Leader	6
Equal Opportunities	6
Inclusion	6
Role of the Governors	6
Health and Safety	6

Curriculum Statement - French

Intent

The learning of a language provides a valuable educational, social and cultural experience for children. Pupils develop communication and literacy skills that lay the foundation for future language learning. A high quality language education should foster children's curiosity and deepen their understanding of the world. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between different languages. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

In line with the 2014 National Curriculum, we aim to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

Implementation

French is taught to children in Key Stage 2. In Reception and Key stage 1, French is incorporated through every day activities, such as: answering the register, circle times, topic work (Barnaby Bear travels to Paris) and Knowledge and Understanding of the World/Geography.

Lessons support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content.
- We follow the primary scheme of work incorporated in the 'Salut' programme.

We have introduced a weekly French club for years 2 to 6, delivered by a Modern Foreign Language teacher. This enhances the children's skills and develops an enjoyment and interest of languages.

French is our primary focus but we also introduce the children to other languages across the curriculum. For example in the Year 3 Diwali assembly, the children performed a song in Hindi.

Impact

Our curriculum ensures that children:

- Develop their knowledge of where different languages are spoken in the world.
- Can read fluently.
- Can write imaginatively.
- Can speak confidently.

Varied learning experiences ensure that languages are celebrated throughout the school and develop the children's understanding of different cultures.

Skills Progression

Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 KS2 French Skills Progression.

Assessment

Teachers assess children's progress informally during lessons. Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective verbal feedback and written marking feedback where appropriate.
- Book moderation to evaluate the balance of work.

At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in French is formally reported to parents at the end of the Summer term in the general comment's section of the end of year report.

Early Years and Key Stage 1

In Reception and Key stage 1, exposure to modern foreign languages are incorporated discreetly through every day activities, such as answering the register. Early Years use the curriculum area of Knowledge and Understanding of the World to find out more about special events such as Chinese New Year, Year 1 cover Barnaby Bear travels to Paris and Year 2 have a topic entitled Around the World.

Cross – Curricular Links

The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for children. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between different languages. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. French is a subject that touches on many other areas taught in schools, from Geography to Music. For example, a link may be made to compliment music lessons to teach songs in other languages. Cross-curricular outcomes are identified prior to teaching. Teachers can use internet resources to aid their teaching of the topic they are covering. They can also use their interactive whiteboards to make the learning more interactive so the children can participate within the lesson. Recordable equipment is available and the school's iPads can be used for video recording conversations etc. as well as for researching.

SMSC Development

Spiritual education in French inspires awe and wonder of the world. Social education in MFL involves the study of people in different societies and countries. In looking at their own locality and others in the world, children's sense of identity and community can be strengthened. Cultural education provides opportunities for multi-cultural education through recognising similarities and differences with others. Through their growing knowledge and understanding of modern foreign languages, children gain an appreciation of life in different societies, helping to develop a sense of how nations communicate with each other.

Diversity

Through learning a foreign language, children learn about the diversity of the world. Teachers encourage pupils to think of others and to consider people's differences and cultures. Children have a strong awareness of the culture of the country where the language is spoken.

Planning and Resources

Planning is achieved collaboratively with parallel-class teachers using the Salut scheme for lesson delivery. Teachers have identified the key knowledge and key vocabulary that is to be taught, as well as the skills that are to be developed across each topic. These are also explicitly outlined in each topic medium term plan outlined by the Salut scheme, which makes explicit links to the National Curriculum 2014.

Oak Meadow Primary School teachers should include the following among their resources:

- ICT Resource 'Salut'.
- Recordable equipment.
- French dictionaries.
- Singing resources.
- Books on the countries which language they are learning such as France.
- iPads – Language Apps.
- Vocabulary books.
- French resources for topics.
- French display boards/ working walls in the classroom.

Subject Essentials

Each term children will have completed all objectives linked to their French topic. Work will be differentiated to ensure support and challenge for all pupils. Written lessons will be evidenced in books and speaking and listening activities may include a variety of recording methods such as video recording, QR codes etc. Any written activities will be marked and children will be expected to have spelt key French vocabulary accurately. The work produced will be expected to be of the same quality as that presented in core curriculum lessons.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.

- To ensure progression of the key knowledge and skills identified within each unit and to ensure that these are secure at the end of each age phase.
- To monitor vocabulary books/ activities and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of French.
- To lead further improvement in and development of the subject as appropriate.
- To ensure that the French curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Equal Opportunities

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the French curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure an engaging French curriculum.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum in French. The subject leader will ensure that the Governing Body is kept up to date with the new actions and initiatives that are relevant to the subject. Action plans are sent to the governors each year.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.

Oak Meadow Skills Progression

Key Stage 2

Subject Area: French



National Curriculum Objectives	Pupils should be taught to:			
	<ul style="list-style-type: none"> 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 			
Content	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Greet each other – Hello, How are you? Introduce themselves - What is your name? How old are you? Count up to 30 Introduce their immediate family – mother, father, sister, brother, grandmother, grandfather Say the days of the week Name colours Name countries Express likes and dislikes Identify body parts Identify items of clothing Name the months of the year Talk about when their birthday is name animals (farm animals and pets) Describe animals using adjectives Use prepositions – in front of, behind, in, on, under, opposite, next to Name animal homes Name common foods 	<ul style="list-style-type: none"> Basic commands (imperatives) Say what's in the playground How to say a variety of playground games Using "j'aime" with another verb Saying what and where they like to play Say where they live Identify a variety of rooms and types of furniture Say what there is in the kitchen Describe their daily routine Ask how much something costs and say prices Talk about what is in their town Give directions Say names of shops Say the names of items you might buy in a shop Say colours that are useful for describing hair and eyes Describe physical features Describe a person's personality 	<ul style="list-style-type: none"> Say where they are going on holiday Say what holiday accommodation they are staying in Use vocabulary associated with the zoo, beach and theme park Use the perfect past tense Ask for items in a shop or restaurant Ask how much things cost Use the language of some basic weights Order for yourself and others in a restaurant Name hobbies Talk about types of music and give a variety of opinions Say what musical instruments they play Talk about different types of film Use the perfect past tense Use the future tense Use some common verbs Use vocabulary associated with a trip to a museum and the countryside. 	<ul style="list-style-type: none"> Use action verbs in the first person Use action verbs in the third person singular Use some adverbs Name craft materials Use the perfect past tense in the third person singular form Learn where some French cities are located in France Talk about tourist attractions in Paris Learn about French-speaking countries Name popular French foods Name extended family members Say how many siblings they have Talk about the household tasks they do and have done Form sentences using "on" Use vocabulary associated with birthday parties Talk about activities that they might do at the weekend Express what they would and

	<ul style="list-style-type: none"> Express food likes and dislikes Say what they are eating Name cutlery Understand ingredients Understand cooking instructions Say how they travel to school Name places in school List the contents of their pencil case Tell the time Name school subjects 	<ul style="list-style-type: none"> Say what they are wearing Use "il" and "elle" with "être" and "avoir" Name parts of the face Say basic verbs in the first person Say that something hurts Name fairy tale characters Say traditional fairy tale locations Talk about the sports they play Express likes Use detailed vocabulary for football and tennis matches Use the verb "savoir" 	<ul style="list-style-type: none"> Name the seasons Talk about seasonal activities Say the date and when their birthday is Name craft materials Follow craft instructions Say what the weather is like Name garden creatures Talk about garden activities Talk about recycling 	<ul style="list-style-type: none"> wouldn't like to do Ask others if they would like to do something Name foods associated with midnight feasts Give a reason for accepting or declining an invitation Use the future tense in the first, second and third person singular and first person plural Use adjectives to compare people Use more ways to describe how they are feeling Name a number of jobs in French Say what they want to be when they're older Name some workplaces Use vocabulary linked to space stations and fire stations
Speaking	<ul style="list-style-type: none"> I can repeat simple words and phrases. I can join in with simple songs and rhymes. I can answer questions to give basic information using simple words and phrases. I can say that I don't understand, or ask for a question to be repeated. I can ask for help using polite language. I can ask and answer simple questions using short sentences. I can repeat some simple sentences from memory. I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. I can prepare and recite a few familiar sentences to my teacher. I can give a spoken response to a simple written question. I can introduce myself, giving my name and age, using short, simple sentences. I can use some numbers, colours and 	<ul style="list-style-type: none"> I can ask for simple opinions, and give my own, e.g. likes and dislikes. I can say several sentences from memory. I can say full sentences from memory, with accurate pronunciation, so that others can understand me. I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. I can recite a simple finger rhyme or song from memory. I can say a few sentences to describe where I live. I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes. I can give short descriptions of other people, including my family and friends. I can use the correct article (the word for "the" or "a" that comes before the noun) most of the time to match the gender of the noun. I can use either "les" or "des" with plural nouns. 	<ul style="list-style-type: none"> I can join in with a short, continuous conversation, including giving simple opinions. I can adapt familiar sentences by changing a few words. I can prepare a short talk on a familiar subject and present it clearly and confidently. I can sing familiar songs clearly and confidently, with accurate pronunciation. I can describe what other people do, or like doing. I can prepare and present a short talk about a place, person or thing. I can use either "le"/"la" or "un"/"une" appropriately. I can use the third person singular form of the present tense to describe what others are doing, e.g. "il/elle danse". I can use the second person singular form of the present tense to ask questions. E.g. "Tu aimes les pommes?" I can use what I have learnt about the structure of French sentences to build 	<ul style="list-style-type: none"> I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons. I can use familiar words and sentence structures to construct new sentences. I can use a range of spoken language confidently, using accurate pronunciation and intonation. I can develop a simple sketch or role-play and perform it to my class or an assembly. I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately. I can recognise that "vous" is used for more than one person, or in formal situations, and that "tu" is used for one person in informal situations. I can talk about what I am going to do, using the future tense, "je vais". I can talk about what I have done, using the past tense, "j'ai".

	<p>simple describing words in spoken sentences.</p> <ul style="list-style-type: none"> • I can pronounce "le"/"la" and "un"/"une" clearly and accurately. • I can talk about myself using some common verbs in the first person singular form, e.g. "je mange". 	<ul style="list-style-type: none"> • I can describe things using simple adjectives. • I can use simple sentences where the structure or word order differs from English, e.g. negatives ("Je n'aime pas") and reflexives ("Je me douche"). 	new ones using the same model.	
Listening	<ul style="list-style-type: none"> • I can understand some simple words and phrases. • I can understand some simple instructions and follow them. • I can identify phonemes (letter sounds) which are the same as, or different from, English phonemes. • I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. • I can recognise a question. • I can understand simple questions and respond to them, e.g. by picking up an item. • I can recognise negatives. • I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. • I can recognise whether nouns are singular or plural, based on the article (the word for "the" that comes before the noun) "le"/"la"/"l'"/"les". • I can recognise some basic French adjectives. 	<ul style="list-style-type: none"> • I can pick out familiar words and phrases from spoken sentences. • I can recognise familiar words and phrases in a spoken story or poem. • I can identify the gender of a noun from its article in spoken French. • I can recognise who is being talked about in a sentence from the pronoun (a word that replaces the subject of a sentence, e.g. "je", "tu", "il", "elle"). • I can recognise that the structure of some French sentences differs from English. 	<ul style="list-style-type: none"> • I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. • I can understand the main points from a spoken story or poem, which contains some unfamiliar language. • I can understand the difference between "le"/"la" and "un"/"une" in spoken French. • I can recognise and understand the difference between "mon"/"ma"/"mes". 	<ul style="list-style-type: none"> • I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. • I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.
Reading	<ul style="list-style-type: none"> • I can read and pronounce the most common letters and letter strings in French. • I can read and pronounce familiar written words accurately, using my knowledge of French phonics. • I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. • I can recognise and understand some individual written words, and match them to pictures. • I can understand familiar written 	<ul style="list-style-type: none"> • I can follow and understand a familiar written text, reading and listening at the same time. • I can read a simple rhyme, song or story aloud to my class. • I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. • I can use a bilingual dictionary to find the French translation of English words. • I can identify the gender of a French noun from its article (the word for 	<ul style="list-style-type: none"> • I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics. • I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. • I can understand the main points from a short written text, which contains some unfamiliar language. • I can read aloud a short story containing familiar language, clearly and with expression. 	<ul style="list-style-type: none"> • I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language. • I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm. • I can recognise the "vous"/"ils"/"elles" forms of some common verbs in the present tense. • I can recognise that some verbs are irregular.

	<p>phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.</p> <ul style="list-style-type: none"> • I can read a simple rhyme or poem, in chorus. • I can recognise whether nouns are singular or plural. 	<p>"the" or "a" that comes before the noun).</p> <ul style="list-style-type: none"> • I can recognise subject pronouns (words that replace the subject of a sentence) such as "je", "tu", "il" and "elle". • I can recognise the first, second and third person singular forms of some common verbs in the present tense, e.g. "je mange", "tu manges", "il/elle mange". • I can recognise common sentence and word order patterns in French. 	<ul style="list-style-type: none"> • I can understand the difference between "le"/"la" and "un"/"une". • I can recognise the meaning of "mon"/"ma"/"mes". • I can recognise that some nouns have irregular plurals. • I can recognise that adjectives' endings often change to match the noun they're describing. 	<ul style="list-style-type: none"> • I can understand the basic meanings of "on" in French. • I can identify the future tense, e.g. "je vais". • I can recognise the past tense of some common verbs, e.g. "j'ai fait".
Writing	<ul style="list-style-type: none"> • I can write short, simple responses to spoken language using familiar words. • I can give a written response to a simple written question. • I can write some familiar words from memory. • I can write some singular nouns with the correct article (the word for "the" or "a" that comes before the noun). 	<ul style="list-style-type: none"> • I can write responses to spoken language using short phrases and simple sentences. • I can use my knowledge of French phonics to help me spell familiar words. • I can express my opinions using simple sentences. • I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. • I can write some phrases and simple sentences from memory. • I can complete a written sentence by adding letters, words and phrases. • I can write a few simple sentences about myself, including my name and age, from memory. • I can write a few simple sentences to describe where I live, from memory. • I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory. • I can write a few simple sentences about other people, including my family and friends, from memory. • I can use the correct article (the word for "the" or "a" that comes before the noun) most of the time to match the gender of the noun. • I can use a model to write sentences in the first person, e.g. "Je mange une 	<ul style="list-style-type: none"> • I can express my opinions using complex sentences. • I can write several sentences from memory. • I can adapt familiar written sentences by changing a few words. • I can write several sentences from memory to describe what other people do, or like doing. • I can write several sentences from memory to describe a place, person or thing. • I can use the correct article to match the gender of a noun. • I can write the correct form of some common verbs in the third person singular, e.g. "il/elle a". • I can use some simple sentence structures that differ from English in my writing. 	<ul style="list-style-type: none"> • I can use familiar words and sentence structures to write new sentences. • I can write a short passage from memory, including longer or more complex sentences. • I can construct a short text to describe a place, person or thing, using more complex sentences. • I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately. • I can write some regular French nouns in the singular and plural form. • I can write the correct forms of some simple adjectives with a noun, using an example sentence. • I can write the correct form of some irregular verbs in the first and third person singular, e.g. "je suis" / "il/elle est". • I can write simple sentences using the future tense, with help, e.g. "Je vais aller à l'école." • I can write simple sentences using the past tense, with help, e.g. "J'ai trouvé un fossile." • I can use the rules I know about building sentences in French to create new sentences using different vocabulary.

pomme."

- I can write the correct form of some common verbs in the first person present tense, e.g. "je suis".