



## Languages Policy

## **St Anne's Fulshaw CE Primary School** **Languages Policy**

### **Aims**

We aim to

- develop children's experience of language acquisition
- encourage curiosity about languages
- develop their understanding of what they hear and read
- ensure children have an ability to express themselves in speech and writing
- extend their knowledge of how language works
- explore differences between French, German and English
- strengthen their sense of identity through learning about culture in different countries and comparing it with their own culture.

### **Intent**

Our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world.

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. Our curriculum enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our provision is the desire to expose children to authentic French, so the PlanIt scheme that we have chosen to use offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside reading and writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Through our curriculum, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

### **Implementation**

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons provides structure and context as well as offering an insight into the culture of French-speaking countries and communities.

The introduction and revision of key vocabulary and grammatical structures is built

into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. The scheme that we have chosen to use, PlanIt French, has been designed by a language specialist teaching team, including French native speakers, so that teachers feel confident and supported in their delivery.

### **Impact**

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning.

We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and summative assessments aimed at targeting next steps in learning.

### **Assessment and record keeping**

An assessment of progress will be made during lessons through questioning and oral feedback, pupils' written work and discussion. Attainment will be noted on the school's Insight Tracking system so that progress toward the end of Key Stage requirements can be monitored.

### **Monitoring and evaluation**

The subject leader monitors planning and delivery on a termly basis. Summary achievement information data is analysed and reported to parents at termly Parents' Evenings and through each junior child's annual academic report.

Reviewed: 07.06.22