



Foreign Languages Policy

'Whoever heeds instruction is on the path to life'
(Proverbs 10:17)

This policy sets out the aims, principles and strategies for the delivery and implementation of the languages programme at Corvedale CE Primary School. The programme ensures that the school meets the Government statutory requirement that every child studies a foreign language at Key Stage 2. (September 2014)

The following document has been written with reference to the Key Stage 2 Languages programmes of study, Key Stage 2 Framework for Languages, and the teaching and assessment programme **Language Angels**.

Purpose of Study

We believe that learning a foreign language can enrich the life and experience of our children:

“Learning a foreign language is liberation from insularity and provides an insight into other cultures. 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 respond to its speakers, both in speech and 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.” (DfE KS2 Languages programmes of study)

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. 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 **French** and English. 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.

Aims

- foster an interest in learning other languages
- provide an enjoyable and challenging languages curriculum
- stimulate and encourage children’s curiosity about language
- develop all four skills - speaking, listening, reading and writing
- encourage children to speak with increasing confidence, fluency and spontaneity
- develop accuracy and confidence in pronunciation and intonation
- enable the children to write at varying length for different purposes and audiences, and to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural similarities and differences in other countries
- lay the foundations for future study
- help pupils to discover and enjoy a range of writing in the language studied

Subject Content

The children are taught how to:

- **listen** attentively to spoken language and show understanding by **joining in** and **responding**
- explore patterns of 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
- **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 or phrases
- **understand basic grammar** appropriate to French, including: feminine / masculine / plural forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these to build sentences; how these differ from or are similar to English
- 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 French
- **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
- look at life in **French culture**

We also aim to develop teachers' confidence and competence to teach languages and embed a love of languages across the Curriculum.

Planning, Teaching Approaches and Methods

In Key Stage 2 there are discreet language lessons of up to 45 minutes per week, supported where necessary by short reinforcement sessions delivered throughout the week; these lessons are delivered by the class teacher. Children have their own French books to record their work in which travel up the school with the child to show their progression and to aid their recall of previously learned vocabulary.

In Key Stage 1 language lessons are non-statutory and activities are incidental and spontaneous.

The delivery and development of cultural awareness will be supported by activities in other subjects and during special occasions.

Planning

Teaching strategies and opportunities for progression are identified in the rolling programme for each Key Stage 2 class. The class teacher will adapt their strategies to suit the activities and their cohort. French lessons will be planned according to the following scheme of work and supporting documents: **Language Angels**.

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, books, audio/visual materials, French/English dictionaries, and labels for most classroom objects including posters detailing the days of the week and months of the year.

Assessment

Children’s achievement and progress is tracked using the **Language Angels tracking and progression tool**. Each child is given the opportunity to assess their own learning on a termly basis and evidence of their learning and progress is recorded in their French books.

March 2022

This policy statement will be reviewed in 2025 or in the light of new legislation.

Signed Headteacher

Signed on behalf of the Governing Body