



Foreign Languages Policy

Aims of this policy

- To broaden pupils' horizons, stimulating their curiosity about language and fostering positive attitudes towards language learning, deepening their awareness and understanding of our multilingual and multicultural world. As the 2014 Primary National Curriculum states, "Learning a foreign language is a liberation from insularity and provides an opening to other cultures."
- To provide high-quality enjoyable and accessible opportunities for pupils to communicate in another language - in speech and in writing - for practical purposes, helping them to express their ideas and thoughts and to understand and respond to speakers of the language. We also seek to stimulate and encourage creativity in experimenting with language.
- To provide a firm foundation for further learning (be it of the same or additional languages), equipping pupils to go on to study and work in other countries in the future.
- A document, for the school community, to clarify what is taught.

What is taught?

- One dedicated 50-minute lesson of French per week to all children in Key Stage 2, taught by a French specialist or the class teacher where appropriate, with emphasis on exposure to and use of the target language. Tasks are carefully planned and structured so that lessons are practical, active and varied, and promote pupils' success and self-esteem. Teachers are encouraged to reinforce the content of these sessions during the week.
- Children are given interesting, stimulating and, above all, purposeful opportunities to understand and respond to spoken and written language from a variety of relevant and authentic sources, including excerpts of literature. In particular they are taught to:
 - speak with confidence and fluency, through discussion and asking questions, continually improving the accuracy of their pronunciation and intonation; and
 - write for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Throughout the **Foreign Languages** curriculum the school's Learning Certainties are addressed, pupils are encouraged to be Enthusiastic, Responsive, Flexible, Resourceful, Inclusive, Resilient, Focused, Independent, Determined, Motivated
- To promote cross-curricular links as well as to maintain the emphasis on practical language application, class teachers are encouraged to incorporate Foreign Languages into their weekly routines, giving an extra dimension to the teaching of Foreign Languages. For example: some instructions may be given in another language in daily classroom interactions to reinforce learned vocabulary and structures; the use of classroom labels and displays in Foreign Languages is encouraged; and on the Year 6 School Journey to France, children are given opportunities to communicate in French for practical purposes.
- The skills progression throughout Key Stage 2 is set out in Appendix 1.

Assessment

- Pupils will be assessed in line with the school's assessment policy.
- Each half term the children will produce one piece of formal written work, which is to be recorded in their French books. Some other written activities may also be recorded in their French books although the emphasis on oral communication means that the majority of their learning will take place through paired, group and whole class activities and discussion.
- Parents are informed of their child's achievement in French via parent consultations and the end of year reports.

Appendices:

1. Curriculum Overview and Skills Progression
2. Resources (school view only)

Appendix 1 Curriculum Overview and Skills Progression

Curriculum Overview

	AUTUMN		SPRING		SUMMER	
Year 3	Moi (All about me) <i>LCP Unit 1</i>	Jeux et chansons (Games and songs) <i>LCP Unit 2</i>	On fait la fête (Celebrations) <i>LCP Unit 3</i>	Portraits (Portraits) <i>LCP Unit 4</i>	Les quatre amis (The four friends) <i>LCP Unit 5</i>	Ça pousse! (Growing things) <i>LCP Unit 6</i>
Year 4	On y va (All aboard) <i>LCP Unit 7</i>	L'argent de poche (Pocket money) <i>LCP Unit 8</i>	Raconte-moi une histoire (Tell me a story) <i>LCP Unit 9</i>	Vive le sport! (Our sporting lives) <i>LCP Unit 10</i>	Le carnaval des animaux (Carnival of the animals) <i>LCP Unit 11</i>	
Year 5	Quel temps fait-il? (What's the weather like?) <i>LCP Unit 12</i>	Bon appetit, bonne santé (Healthy eating) <i>LCP Unit 13</i>	Je suis le musicien (I am the Music Man) <i>LCP Unit 14</i>	En route pour l'école (On the way to school) <i>LCP Unit 15</i>	Scène de plage (Beach scene) <i>LCP Unit 16</i>	Les planètes (Planets) <i>LCP Unit 18</i>
Year 6	Notre école (Our school) <i>LCP unit 19</i>	Les quatre saisons (The four seasons) <i>LCP Unit 17</i>	Ici et là (Out and about) <i>LCP Unit 22</i>	Monter un café (Creating a café) <i>LCP Unit 23</i>	Revision of key phrases for school journey	

Skills progression

	Speaking and Listening	Reading	Writing	Grammar
Year 3	<ul style="list-style-type: none"> • Enjoy listening and speaking in the language • Listen and respond to familiar spoken words and phrases • Communicate with others using simple words and phrases • Use correct punctuation in spoken word • Explore patterns and sounds of language through song • Appreciate the diversity of language in their school • Know the countries where French is spoken • Compare celebrations and everyday life in countries where French is spoken and UK 	<ul style="list-style-type: none"> • Recognise and understand some familiar words and phrases in the written form • Read aloud in chorus with confidence, from a known text 	<ul style="list-style-type: none"> • Write some familiar, simple words, using a model • Write some familiar, simple words from memory • Match words to their meaning 	<ul style="list-style-type: none"> • Identify specific sounds, phonemes and words • Recognise commonly used rhyming words • Imitate pronunciation • Hear main word classes • Recognise conventions of politeness • Recognise questions • Notice the spelling of familiar words • Recognise words that are the same in both languages • Appreciate that writing systems are different
Year 4	<ul style="list-style-type: none"> • Listen and identify words and phrases • Communicate by asking and answering • Memorise and present short texts, e.g. poems, songs, rhymes • Explore patterns and sounds of language through song 	<ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud 	<ul style="list-style-type: none"> • Write some familiar words and phrases without help 	<ul style="list-style-type: none"> • Recognise negative statements • Recognise and apply simple agreement (e.g. gender, singular, plural) • Use question forms • Identify word classes (e.g. verbs) • Use phonic knowledge to support pronunciation • Sort words according to sounds

<p>Year 5</p>	<ul style="list-style-type: none"> • Identify some main points from a short spoken passage • Join in a simple conversation with prompts • Develop confidence to express opinion • Develop accurate pronunciation • Explore patterns and sounds of language through song and link the spelling, sound and meaning of words • Know similarities and differences between the two cultures 	<ul style="list-style-type: none"> • Read and understand some of the main points from a text 	<ul style="list-style-type: none"> • Understand how a simple sentence is written • Write words, phrases and a few sentences using a model 	<ul style="list-style-type: none"> • Develop accuracy in pronunciation • Manipulate language by changing a simple element in a sentence • Understand and use negative statements • Apply language rules when building a sentence • Recognise word order and compare to English • Notice different text types
<p>Year 6</p>	<ul style="list-style-type: none"> • Identify the main points from a short spoken passage • Speak in a clear voice • Converse briefly without prompts • Enjoy listening and speaking confidently • Broaden their vocabulary, including through use of a dictionary • Explore patterns and sounds of language through song and link the spelling, sound and meaning of words • Respect cultural diversity 	<ul style="list-style-type: none"> • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and in some detail from a short written passage 	<ul style="list-style-type: none"> • Develop a short text using a model 	<ul style="list-style-type: none"> • Apply phonic knowledge when locating words in a dictionary • Recognise importance of intonation • Notice and manipulate agreements • Use knowledge of plural and notions of gender to better understand a text • Devise questions for authentic use

