

St John's CEVA Primary School



Primary Languages Policy

At St John's we are Loved by God, Learning with Jesus and Living by the Spirit

1 Introduction

At St. John's, we believe that the learning of another language provides a valuable educational, social and cultural experience for our children. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and a challenge for children; helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world by encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

2 Aims and Objectives

Through teaching a language we:

- develop a cultural understanding of French culture and la Francophonie.
- foster an interest in language learning by introducing children to French in a way that is enjoyable and accessible to all pupils.
- develop knowledge of how French culture and language has a role to play in modern Britain.
- stimulate and encourage children's curiosity about language and creativity in experimenting with it.
- support children's oracy and literacy and develop speaking and listening skills.
- help children develop their awareness of cultural similarities and differences.
- lay the foundations for future language study by pupils.
- provide an added perspective on first language teaching and learning.
- give an extra dimension to teaching and learning across the curriculum.

3 Curriculum

The National Curriculum 2014 requires all Key Stage 2 children to learn another language. The chosen language for our school is French. The detailed requirements of this are listed below. In addition, we allow Key Stage 1 children to start to learn French. This is mainly delivered through use of songs and incidental teaching of colours, numbers, days of the week and months.

St John's CEVA Primary School

Curriculum Addendum: As of September 2023, formal teaching of French will resume after a post-pandemic pause following 2020 DFE guidance. As such all Year Groups will resume at the same start point.

3.1 Speaking and listening

Our pupils are given the opportunity to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;

3.2 Reading and writing

Our pupils are given the opportunity to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;

3.3 Intercultural understanding

Our pupils are given the opportunity to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

St John's CEVA Primary School

4 Learning Expectations

4.1 EYFS and Key Stage 1

Children have some planned learning opportunities in French using songs and through playing games. This introduces them to French vocabulary and give them a foundation on which to build in Year 3. For example, a class teacher may teach a French song at the end of the day or simply look at the weather and date. The quantity of French taught is at the class teacher's discretion.

4.2 Key Stage 2 from September 2023

2023 /24 All KS2 children will be working at Word Level and will be taught using Y3 **PlanIt French**.

4.3 PlanIt French

PlanIt French offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. It provides an introduction to the culture of French-speaking countries and communities and 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. PlanIt French 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 PlanIt French is the desire to expose children to authentic French, so the scheme 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.

5 Teaching and Learning

There are three main contexts in which language teaching and language learning can take place.

5.1 Language lessons

Although primary languages cut across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the Class Teacher.

St John's CEVA Primary School

5.2 Language embedded into other lessons

Where appropriate, teachers can give children opportunities to practise French in the context of lessons in other subject areas. For instance, some instructions may be given in French; or children may count in French while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned. We will also be encouraging staff to mention aspects of French culture and history in subjects where this might be relevant.

5.3 'Incidental' language

Incidental language is where French becomes part of the day to day life of the school. For example, teachers could be encouraged to use the language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. The use of signs and notices in French in all classrooms.

Children could be encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together - teachers acting as role models in the learning process.

6 Inclusion

We are committed to equality of opportunities regardless of race, gender, cultural background, ability or any physical or sensory disability. We aim to make the Primary Languages curriculum accessible to all and accommodate individual needs when appropriate. These needs include, but are not limited to, Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL). As such, teachers plan lessons to cater for different learning styles and aim to present materials using multisensory resources.

7 Planning and Resources

At St. John's as described above we use PlanIt French and various instructional videos on Oak National and YouTube to reinforce learning.

8 Staff Development

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through in-school and network workshops and local authority training. When identified by the subject leader specific CPD opportunities are shared with staff.

St John's CEVA Primary School

9 Monitoring Progress and Assessing Attainment

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Assessment is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on, different oral activities and (where appropriate) written product.

10 Links outside school

Primary Languages provides our school with an ideal opportunity for making links outside of school. We encourage children to share their experiences of visiting or living in other countries, and we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken.

11 Roles and Responsibilities

11.1 Subject Leader

- To oversee the teaching and learning of French in the school.
- To monitor and evaluate the effectiveness of the Primary Languages curriculum.

11.2 Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

12 Linked Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

St John's CEVA Primary School

- Child Protection and Safeguarding Policy
- Curriculum Policy
- SMSC Policy
- Equalities Policy
- SEN Policy
- Remote Learning Policy

Please also refer to those named policies for more comprehensive information.

| | | Date |
|----------------|----------------------|-------------|
| Version | | v.1.6 |
| Drafted by | J. Maples | 24.04.2017 |
| Re-drafted by | S Eastwood | 04.09.2023 |
| Reviewed by | All Staff | Sept 2023 |
| Approved by | Curriculum Committee | 21.09.2023 |
| Review period | 2 years | |
| Date of Review | | Sept 2025 |