

# Clee Hill Community Academy

## Languages Policy

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### Overview:

At Clee Hill Community Academy, we see language learning as a key way to broaden the horizons of our pupils and develop their curiosity about languages and countries where languages other than English is spoken. The main language that is learnt at our school is French.

### Aims:

We aim to enable KS2 pupils to develop their language learning skills within a safe environment where they can learn alongside each and appreciate the importance of 'having a go' when practising and developing oral skills. We encourage them to learn from each other through participation in explicit discussions of ways they can improve their language learning skills as part of their growth mindset approach to learning. Our aim is for these skills to be transferable to future language learning that our pupils may experience whilst also developing a bank of vocabulary and grammatical structures in French and developing their curiosity about daily life in French-speaking countries.

### Curriculum- Planning and Progression:

Lessons are planned using aims and attainment targets from the National Curriculum for Languages (Appendix I) and our SGET agreed 'Progression in Language Learning' document. Curriculum content for this was guided by year group planning from BEST West

Midlands which we have incorporated into rolling programmes for our mixed age classes in KS2. Learning is differentiated for age related expectations according to our progression grid and is matched to the experience of our pupils.

Adaptations have been made due to lost learning during Covid so the curriculum may be different due to adjustments made.

	Autumn	Spring	Summer
Class 3	Greetings Alphabet	Colours Numbers 1- 10	Animals
Class 4 Cycle A	Numbers 11-20 Au Café (food)	Likes and dislikes Hair and eyes	Transport and countries (Weather)
Class 4 Cycle B	Numbers 20-60, days and months Clothes	In town Au café (drinks)	Weather Body
Class 5 Cycle A	Who am I? Where do I live?	Numbers 60-100 Shopping	Likes/dislikes Leisure Time- sports and hobbies
Class 5 Cycle B	Numbers 20-60 (60- 100) Clothes and shopping	Body In Town (+where I live)	Weather School (likes and dislikes)

Through a variety of multi-sensory approaches, children work to develop listening, speaking, writing and reading skills. Gesture, repetition, visual resources and modelling are key to successful development of skills and are a core focus in language lessons. Lessons usually take place in each KS2 class weekly and duration is flexible (30-60 minutes) to allow for best coverage of objectives.

Children find out about aspects of culture and life in countries where French is spoken.

We have half-termly reading miles days where links are often made to other languages spoken in chosen countries with some additional language learning activities taking place as appropriate.

### SEN:

All our KS2 children are involved in language lessons.

Support is given to pupils as necessary to enable them to be involved in lessons. This support

SFC dan x	a aa animal	i ee midi	eu euh 2 deux	e euh je	au oh gauche
U ewe tu	ou 'soup' nous	SFE timid x	é ay écrire	en/an o(n) enfant	on o(n) front nose Non!
ain/in a(n) train	ê/è eh tête	ai eh vrai	oi wa voir	ch sh chercher	ç/c s ici
qu k question	J leisure jour	-tion see-a(n) Attention!	ien ee-a(n) bien	un ur(n) 1 un	francophoniques

is guided by the needs of each individual pupil. For further information about this, please read the document 'Languages and SEN' on our website.

### Links to reading:

As part of language learning, children are taught French phonemes and pronunciation rules and are encouraged, through modelling, to use these skills to read familiar words and phrases in French. The chart of phonemes has been agreed as a MAT to ensure an easier transition to KS3.

Pupils also see a range of texts in the target language, including a collection of French fiction books.

They read information about aspects of life in France; from websites and non-fiction texts. In class 4, they have further opportunities to do this in work in Geography about France.

### PSHE, Equality and British Values:

Pupils are encouraged in all lessons to be respectful and tolerant towards each other and to others. They will learn about a range of different celebrations that take place in France and other French speaking countries. They will have opportunities to select vocabulary of their choice when relevant, taking responsibility for their learning.

### Monitoring and Assessment:

Pupils' written work in lessons is marked in pink, green and yellow highlighters in accordance with the school's marking policy in English. Children respond to this feedback and edit their work using green pens.

Regular oral feedback is given during lessons. Most feedback given to pupils is in English and is oral. Children are made aware of ways in which they can improve their work so they can take next steps in their learning. Some feedback in the form of praise is given in French.

Work in French can be monitored through:



- Monitoring of planning – stored centrally
- Book trawl/ study of completed written work

- Discussion with staff
- Pupil voice questionnaire/discussion

Results and feedback from monitoring is used to inform action planning .

## Appendix 1

# Languages

### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to 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 understand and respond to its speakers, both in speech and in 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.

### Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and 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
- discover and develop an appreciation of a range of writing in the language studied.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## Subject content

### Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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

- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (\*) content above will not be applicable to ancient languages.