



## **1. The importance of language learning in the curriculum**

At Vernon Primary school we believe that learning a foreign language provides a valuable educational, social and cultural experience for all children. Our vision is to provide children with opportunities to develop linguistic competence, to extend their knowledge of how language works, to explore differences between the focus language and English as well as to develop an interest in the culture of other nations.

In our school we teach French to all children in key stage 2 as part of the normal school curriculum. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. We believe that children enjoy learning to speak another language and the earlier a child is exposed to a foreign language, the faster the language is acquired.

Through the provision of language learning opportunities, children will develop communication and literacy skills that lay the foundation for future language learning.

The intent of the Languages curriculum at Vernon Primary School is to provide every pupil with:

- *The confidence to speak with good intonation and pronunciation.*
  - *Fluency in reading.*
  - *Fluency and imagination in writing.*
  - *A strong awareness of the culture of the countries where the language is spoken.*
  - *A passion for languages and a commitment to the subject.*
  - *The ability to use language creatively and spontaneously.*
  - *An independence in their studies and the ability to draw upon a wide range of resources.*
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## **2. Aims and Objectives**

The aims and objectives of learning a language in primary school are:

- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun
- To stimulate and encourage children's curiosity about language
- To make young children aware that language has structure and that the structure differs from one language to another
- To help children develop an awareness of cultural differences in other countries
- To develop language skills through speaking, listening, reading and writing
- To lay the foundations for future study.

## **3. Organisation**

We teach French to children in years 3 to 6 on a weekly basis but the children within foundation Stage and years 1 and 2 are also provided with opportunities to learn French greetings and practise number work as part of their daily routines (taking the register and lining up). The class teachers or teaching assistants, with a specialism in French, teach Languages each week. In the

cases where it is the teaching assistance who delivers the Language sessions, the curriculum has been carefully planned by the class teachers who regularly liaise with the TAs to ensure they keep a close grip on their childrens' progress and understanding with the subject.

At the start of each year, children are invited to join the after school language club which is led by members of staff with language experience. This year a Greek club is being offered to Key Stage 1 children.

A curriculum afternoon is planned for each Spring term both to raise the profile of languages and to develop children's understanding of other cultures.

We also hold a Key Stage assembly to celebrate European Day which falls during the Autumn term.

#### **4. The Curriculum**

French is the language that we focus on in our school. The Languages Curriculum follows the *Chris Quigley Milestones* which sees children mastering and building upon their skills through the following objectives:

- To read fluently
- To write imaginatively
- To speak confidently
- To understand the culture of the countries in which the language is spoken

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Through the teaching of French, we educate the children to know and understand how to:

- Ask and answer questions
- Use correct pronunciation and intonation
- Explore life in other cultures
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use bi-lingual dictionaries
- Work in pairs and groups to communicate in the other language

#### **5. Teaching and Learning Style**

We base the teaching of French upon the *Chris Quigley Essentials Curriculum*. We have carefully adapted this to reflect the context of our school (cross-curricular learning), the topics on which our teaching is based and the abilities of our children. The sequences of sessions are carefully planned and linked to the objectives within the Essentials Curriculum. Progress is also planned across the key stage to ensure there is a clear build up and good spread of skills being taught through the given milestones.

At the beginning of each term, the milestones are reviewed to ensure that planning caters for meeting the needs and abilities of the given children. Each series of lessons are planned for in half-termly blocks and reviewed at the end of each term.

We use a variety of techniques to encourage the children to have an active engagement in languages: these include games, role-play and songs (particularly action songs). In order to expose the children to more than one voice in the foreign language, we watch DVD clips, listen to French music and whenever possible we invite native speakers into the classroom. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games as we feel that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

We also provide opportunities for children to share their language learning experiences with their peers by developing their confidence in performing to an audience during key stage 2 assemblies.

Children across KS2, have created French labels which will act as visual aids to support their learning of key French vocabulary. These are also being created in KS2 classrooms to help highlight new words and phrases.

## **6. Inclusion**

At Vernon Primary School we teach French to all children, whatever their ability. Our provision of Languages is inclusive in line with the *Chris Quigley Essentials Curriculum* and aims to provide equality of opportunity for all children. Through our French teaching we provide opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's differing needs, through questioning and learning outcome. In planning to meet the varied needs of pupils, the *Essentials Milestones* are adapted and chosen to support the learning of individual children.

## **7 Assessment and Recording**

Assessment against the *Chris Quigley Essentials Milestones* allows us to consider each child's attainment and progress against the *depth of learning* to track progress. Our assessment process looks at a range of factors ensuring that all children can access the curriculum at the appropriate level – classroom organisation, teaching materials, teaching styles, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the needs of all children.

We assess the children in order to ensure that they make good progress in this subject. We do this informally, through teacher observation and questioning during Language sessions. The introduction of a French page in the children's study books provides a more formal assessment

of progress. We also carry out summative assessments linked to the *Essentials Milestones* at the end of each unit to evaluate against the following objectives:

- To read fluently
- To write imaginatively
- To speak confidently
- To understand the culture of the countries in which the language is spoken

Furthermore, the progress children have made in French during the year will be reported annually in the end of year report.

At the end of each half term children have the opportunity to update their personal *Languages Portfolio (linked to the milestones)* to make self-assessments using the 'I can' statements, which help to keep track of individual's progress.

Across the language sessions, the children will record their work in a variety of engaging and creative ways. This may include; group conversations or reading out loud and recording using Ipads (QR codes), photographs of written work or still images from role play, images of art work and written pieces of work formulated on the computer or by hand. This selection of work will be collected in folders and used as evidence when assessing the children at the end of the unit.

A French display has been created in the entrance of the school and will be used to celebrate children's achievements during language sessions. It will also illustrate progression in the subject across the key stage as work will be shared with the school throughout the term.

## **8. Involvement with the wider community**

Whenever possible we aim to have native speakers of French (or other languages) into school to provide a model for the children's language development and cultural understanding. Parents who have qualifications in French or other foreign languages and who speak fluent languages are encouraged to help out in school to further support learners. Links have been established with the Departmental Head of French at Poynton High School to develop the primary curriculum and provide opportunities for the children through use of other resources. Communication has also been established with Poynton High School to plan in opportunities for Sixth Form students to come in and support languages sessions in our school.

## **9. Monitoring and Review**

We monitor teaching and learning of French in the same way as we do all other subjects that we teach in the school. This policy and the delivery of Languages at Vernon Primary school will be kept under review by the Head teacher, subject leader and the Curriculum Committee of the Governing Body. The Head teacher also reports to the Governing Body on the progress of children in French in the same way as any other subject.

## **10. Resources**

Resources supporting the teaching of Languages at Vernon Primary school are stored in a cupboard on the Year Six corridor.

Resources include:

- The Chris Quigley Essentials Curriculum, the Catherine Cheater schemes of work for years 3-6 inclusive and the Early Start Programmes 1,2 and 3.
- A collection of CD's and DVD's.
- French story books
- A set of French/English dictionaries
- A collection of puppets
- Role-play equipment – soft toys, food items, money etc.
- Large parachute, bean bags and balls for outdoor use
- Games
- My body display packs
- Time resources
- Weather symbols with French labels
- Flash cards to show names of body parts
- Euro coins and notes
- French colour bean bag sets
- Foam dice with question cards to insert
- 6 month subscription (from October 2019)to online Teachit Languages resources

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