



TUNBURY PRIMARY SCHOOL

Tunbury Primary School Foreign Languages Policy

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Introduction

The National Curriculum from September 2014 includes a 'foreign language' as a statutory foundation subject at KS2. Learning another language supports the Enjoyment and Achievement outcome.

Language learning offers opportunities for children to:

- gain enjoyment, pride and a sense of achievement;
- express themselves creatively and imaginatively in another language;
- apply and develop their knowledge of languages and language learning;
- explore and apply strategies to improve their learning;
- explore their cultural identities and those of others.

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.

Our school is fully committed to:

- introduce French language learning in the Foundation Stage and KS1 via the Scheme of work **Little Languages** by La Jolie Ronde;
- introduce and develop language learning in KS2 via a combination of Schemes of Work including the County's approved scheme of work- **The Catherine Cheater Scheme of Work for French, the online Scheme Light Bulb Languages and Tout Le Monde**;
- To use our new reading resource **Learn French with Luc et Sophie, 1ère Partie in years 3 and 4 and Learn French with Luc et Sophie, 2ème Partie in years 5 and 6** to develop children's reading skills in French.
- To introduce children to French Phonics to improve children's accuracy of pronunciation and reading skills.
- to evaluate progress and the quality of learning;
- to continue to build continuity and progression in the school so that all pupils in Key Stage 2 receive their entitlement and language learning is integrated into the curriculum.

Our focus is to enable pupils to make substantial progress in French. 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.

Time allocation

In KS1 there will be weekly lessons of 10 to 15 minutes and children will be given some writing opportunities on occasions to get used to the spelling of some key vocabulary.

In KS2 there will be one weekly lesson of between 35 and 45 minutes in Years 3 to 6, however in order to fulfil the Curriculum teaching time recommendation of 60 minutes per week, teachers should make the most of planned or incidental opportunities to reinforce language work. There are many cross-

curricular opportunities to involve language learning and inter-cultural awareness. The Catherine Cheater Scheme in fact refers to daily 5-10 minute practice "Parcels", many of which are cross-curricular, to reinforce learning following each weekly lesson and integrate languages into the daily life of the school. The Schemes of Work are available on the school's network in the Media (no backup) section or online.

Scheme of work

In the Foundation Stage and KS1 we use the scheme of work Little Languages by La Jolie Ronde, which provides comprehensive lesson plans and resources including a wide variety of songs, rhymes and activities to enthuse and excite children to learn French.

In KS2 we are using the County's approved scheme of work: The Catherine Cheater Scheme of Work for French together with Light Bulb Languages online Scheme of Work and Tout Le Monde which will be in use across the whole of Key Stage 2. The Schemes provide comprehensive lesson plans, resources and daily 5-10 minute practice "Parcels" which can be used selectively. They provide clear guidance on teaching and learning strategies which build on good primary methodology and, above all, on good practice in literacy and oracy. The combination of these Schemes have been carefully planned within our Long Term Plan Overview to ensure continuity and progression within KS2.

Staffing

The language selected to deliver the new FL curriculum is currently French as it is the language that the school's staff are most likely to be able to support and sustain. It is important to provide a good model of pronunciation for the children. Sound files are available for class teachers' reference within KS1 and KS2 Schemes of work so that children have the opportunity to listen to native speakers.

Teachers should:

- provide lots of language for children to listen to and read;
- pronounce correctly the small amount of language that children learn to speak;
- be able to follow lesson plans provided following the Catherine Cheater Scheme of Work;
- make use of the resources provided;
- teach using literacy strategies they are already familiar with and methodology that good primary teachers already know;
- integrate language learning into the daily life of the school;
- ensure that all children have a sense of achievement.

Resources

The Foundation Stage and KS1 scheme of work **Little Languages** lesson plans and resources are all available on the school network within the Media (no backup) section.

The **Learn French with Luc et Sophie, 1ère Partie for years 3 and 4 and Learn French with Luc et Sophie, 2ème Partie for years 5 and 6** reading resource is available on the network within the Media (no backup) section and there is a class sets of 30 books for each year group kept by year group leader in years 3, 4, 5 and 6.

The **Catherine Cheater scheme of work** indicates suggested resources, including music CDs, DVDs ("Mon Ane" cartoon animations), PowerPoint presentations (eg. to support cultural aspects), songs, stories and "finger rhymes", as well as resources already in school that can be used for practical activities. There are two Primary Languages Resource Discs, produced by the Northamptonshire Primary Languages Team, to support the Catherine Cheater Scheme of Work for each year. These include sound files for all the language needed so that the teacher can check his/her pronunciation. It is recommended that each teacher of FL should have the relevant discs downloaded onto their laptop for easy access; the discs are all available in the Media (no backup) section on the school's network.

Also supplied by the former Northamptonshire Primary Languages Team, for each year of the scheme currently being taught, is a Teacher Pack (containing flash cards, word and letter cards etc) and a Pupil Pack (comprising 15 zipped wallets containing small picture, word and letter cards for use in lessons). These will be located in the individual classrooms. We have purchased sets of the story books recommended in the Scheme of Work; the Primary Languages Resource Discs contain PowerPoint versions of the stories, with sound files of native speakers reading them. There is a developing set of big books with CDs and other dual language books (French and English) that will be located in our centralised French resources cupboard together with a range of additional resources.

An inventory of those resources is held by the FL Coordinator. In our centralised French resources cupboard we also have a class set of French/English "Collins Easy Learning Dictionaries" plus a set of 15 beginners French/English dictionaries at the moment by in the near future there is a plan to keep a set to be use in the individual classes. Additional Resources include Tout-le-monde, Pilote, props, flashcards, music tapes/CDs [Chantez Plus Fort, OK Chantez, Un Kilo de Chansons], videos, Education city and Linguafun website. **The Long Term Curriculum Plan Overview for KS2 has combined the Catherine Cheater scheme of work together with Light Bulb Languages Scheme, Tout Le Monde, Linguafun website, Phonic Friends and Learn French with Luc et Sophie Reading Scheme to maximise the teaching and learning of French.**

Assessment, recording and reporting

There are no national key stage tests in FL. We assess the children in KS2 in order to enable and monitor good progress in this subject. This will be done informally during lessons and pupils will self-assess themselves using the key assessment statements criteria from 'Being an international speaker' each term. These statements relate directly to the Catherine Cheater Scheme of Work and link to the Languages Ladder's "Can Do" statements, the National Recognition Scheme. Also, at the end of the autumn term, the spring term and the summer term, teachers will summarize their formative assessment using their year group assessment grid based on the Language Ladder. Progress in French will be included in the annual report to parents.

Transition

The use of the Catherine Cheater Scheme of Work in accordance with county policy in combination with other well know Schemes of Work such as Tout Let Monde and Light Bulb Languages, provides a structure for informing secondary schools about children's prior language learning experiences.

Inclusion

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. Pupils have different experiences, strengths, interests and prior learning. These are taken into account to:

- set suitable learning challenges;
- respond to the diverse needs of pupils;
- overcome potential barriers to learning.

This is also built into the scheme of work, with great emphasis on encouraging pupils to participate, allowing them to speak when they feel confident enough.

Gifted and Talented

Pupils who are gifted in languages need strategies for learning independently. Opportunities to extend basic vocabulary, grammatical concepts and independent learning are provided for more able pupils and bi-lingual pupils.

FL and Equal opportunities

We aim to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion or disability. Where appropriate, teaching materials and group activities reflect the gender, cultural and ethnic diversity of our society. In all aspects of language teaching and learning, we ensure that all pupils are fairly treated and every child is valued and that there is no stereo-typing, e.g. regarding gender or ethnic group. The curriculum taught will help prepare our children to become full and active citizens in an ethnically and culturally diverse society.

Contribution to Multicultural Education

Developing social and cultural awareness is integral to languages teaching. Our school celebrates cultural diversity and the FL curriculum supports and reinforces this. As pupils become aware of diversity they are presented with clear opportunities to celebrate and respect differences.

The role of the FL Coordinator

- To be responsible to the Headteacher for the co-ordination of FL work within the school.
- To provide leadership for languages and evaluate the policy in practice.
- To monitor the learning of foreign languages.
- To enable the provision and effective use of appropriate resources.
- To offer help to colleagues and to share best practice, meeting training needs.
- To keep up to date and be informed about new teaching methods/resources.

Policy Review

This policy was reviewed in Oct 2017 to take account of the new National Curriculum changes for Foreign Languages. This policy will be reviewed in keeping with the Policy Review Cycle.