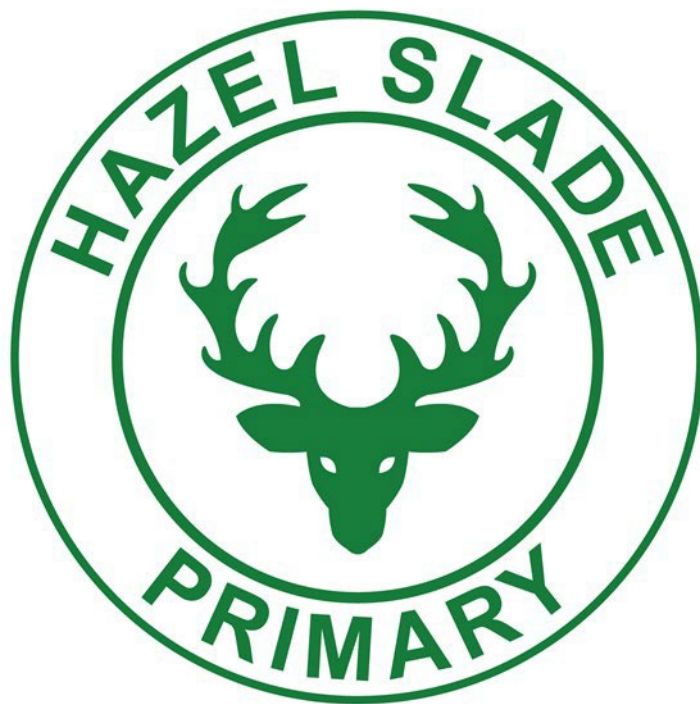


Hazel Slade Primary Academy



Modern Foreign Languages Policy

CONTENTS

1. INTRODUCTION	1
2. AIMS	1
3. TEACHING AND LEARNING OVERVIEW	1
4. ORGANISATION & DELIVERY	2
5. RESOURCES	3
6. EVIDENCE OF TEACHING & LEARNING AND TRANSITION AT END OF KEY STAGE.....	3
7. ASSESSMENT OF PUPIL LEARNING & PROGRESSION.....	3
8. MONITORING AND EVALUATION	4

LANGUAGE ANGELS - PRIMARY FOREIGN LANGUAGE

9. INTENT	5
10. IMPLEMENTATION	5
11. IMPACT	7

1. Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Hazel Slade Primary Academy has adopted a whole school approach to the teaching of French to all KS2 pupils.

2. Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French.

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

3. Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

4. Organisation & Delivery

French is taught in a whole-class setting by the class teacher or Teaching Assistant and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

Year 3	Year 4	Year 5	Year 6
Core Vocabulary * & Phonetics	Presenting Myself	Do You Have A Pet?	Verbs & Grammar
I'm Learning French	Family	What Is The Date?	At School
Animals	The Tudors or Habitats (Intermediate Version)	The Weather	The Weekend
Musical Instruments	At The Café	Clothes	World War II or Habitats (Progressive Version)
Little Red Riding Hood or Ancient Britain	The Classroom	The Romans	Healthy Lifestyles
I Can...	Goldilocks	The Olympics or Habitats (Progressive Version)	The Planets

* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

5. Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

6. Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning.

7. Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

8. Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

LANGUAGE ANGELS - PRIMARY FOREIGN LANGUAGE

9. Intent

Hazel Slade Primary Academy intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

10. Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers and/or Teaching Assistants.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels are categorised by '**Teaching Type**' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames

and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a **Progression Map** and **Grammar Grid** to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns and articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses **within** each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels 'Teaching Type'. **It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.**

The school has a **unit planner** in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will

aim to assess each language skill (**speaking, listening, reading and writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

11. Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.