



**South Hiendley Primary School**

# **FOREIGN LANGUAGE POLICY**

Subject Leader: Mrs L. Whelan  
Policy reviewed: September 2018  
Next review: September 2019



This policy is written with direct reference to, and with content from, the Primary National Curriculum. The teaching of a foreign language is statutory in KS2.

## **RATIONALE**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language 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.

*(National Curriculum 2014)*

## **AIMS**

At South Hiendley Primary School (SHS), we follow the aims of the National Curriculum for languages in that our children are given the opportunities to:

- 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
- 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

## **SUBJECT CONTENT**

At SHS, our foreign language of choice is French.

We focus on enabling pupils to make substantial progress in this language. In the teaching of French, we provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at Key Stage 3. We aim to enable our children 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.

In line with the objectives of the National Curriculum pupils are 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: feminine and masculine 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.

Progression in the teaching of French takes the form of increasingly demanding grammatical structures.

E.G.

Nouns with definite/indefinite article	le stylo/un stylo	the pen/a pen
Nouns with appropriate adjective	un stylo rouge	a red pen
Verbs in the first person	j'ai un stylo	I have a pen
Verbs in the third person	il/elle a un stylo	he/she has a pen
Verbs with nouns and adjectives	il/elle a un stylo rouge	he/she has a red pen

Gradually, children respond to longer pieces of French. New vocabulary is presented orally and with the written word, giving visual learners and able readers extra access and encouraging all children to make links between the English and the French. Children are encouraged to become confident orally before experimenting with writing.

## PROVISION & RESOURCES

In KS2, the expected teaching time per week is 30 minutes. This can be covered in short 10 - 15 minute sessions or for the full 30 minutes, depending on timetabling in each class. The schemes of work allow for this flexibility.

Class teachers are responsible for their own organisation and teaching styles, whilst ensuring that these complement and reflect the overall aims of the school. During French lessons, the children will be given the opportunity to work as a class, as individuals and as part of a group. Teaching of a Foreign Language will involve lots of interaction with visual,

auditory and kinaesthetic prompts but will usually follow the present, practise, produce model when learning vocabulary. Teachers may also integrate French into other times and areas of the school day. For example, the register could be done in French or children could be greeted in that language at the start and end of the day.

We subscribe to an online resource called Linguafun and the units within this are used across KS2.

We also employ Lingualearn, a company providing PPA (Planning, Preparation & Assessment) cover with a focus on the teaching of French. This ensures an afternoon session (approx. 2 hrs) of fun, interactive and varied activities once every 6 weeks for each child from Year 1 to Year 6. This provides an early start in a foreign language for our KS1 children.

### **THE ROLE OF THE SUBJECT LEADER**

The Subject Leader has overall responsibility for the delivery of French in the school. The role includes:

- leading the development of this policy throughout the school
- being accountable for standards
- auditing the subject area
- reviewing the schemes of work
- ensuring continuity and progression throughout the school
- devising a subject improvement plan
- providing guidance and support to all staff
- attending appropriate and relevant INSET
- keeping up to date with new developments
- undertaking an annual audit and stocktake of resources
- purchasing new resources when required
- communicating with the PPA provider, Lingualearn

### **INCLUSION AND SPECIAL NEEDS**

At SHS, all pupils, regardless of race, gender or ability, have the opportunity to develop capability in French. The school promotes equal opportunities and fair distribution of foreign language resources. Groupings for teaching of French can follow the same pattern as for all lessons. Children are given the opportunity to work in mixed ability groups, or to have specific teaching matched to their ability.

The school recognises the motivational advantages of the use of a foreign language by children with special educational needs.

## **ASSESSMENT**

At SHS, assessment is formative, being used to support teaching, learning and future planning. Children's progress in the subject is based on their achievement of the learning objectives in the lessons. Teachers use the school's foreign language version of its non-core assessment formats to record pupils' attainment against the objectives outlined above. These assessments are used to identify gifted linguists and those requiring extra support. This information is available for all to access.

When written work is produced, it is marked in line with the school policy on marking.

## **MONITORING**

Monitoring is carried out by the foreign language Subject Leader through:

- informal discussion with staff and pupils
- observation of FL displays
- looking at the work in individual learners' books