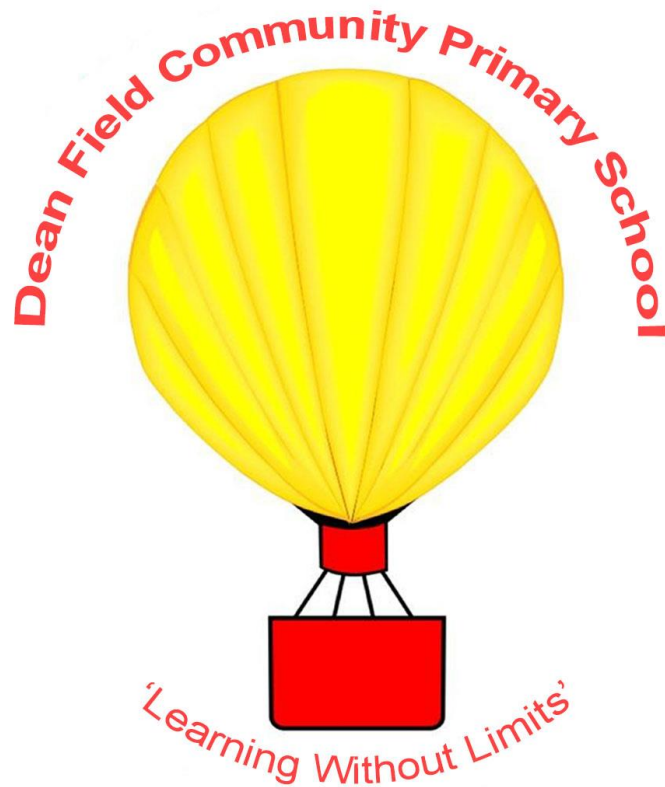


Dean Field Community Primary School Languages Policy



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Intent

At Dean Field School we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. The core language taught at Dean Field Primary School in key stage 2 is French. Our planning is based on the Eurostars Rising Stars scheme of work which covers all the components of the Programme of Study. It is the intention that all children in key stage 2 will access quality first teaching of French in order to prepare them for their future language learning in key stage 3. We believe that it is essential for our key stage 2 pupils to develop an interest in learning another language that is enjoyable and stimulating as well as developing their confidence and creativity. As a school we strongly feel that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others which feeds into our focus on developing cultural capital throughout the school.

Aims for pupils

Through our teaching of a foreign language, we will provide opportunities for children as follows:


- To become increasingly familiar with the sounds and written form of a modern foreign language;
- To develop language skills and language-learning skills;
- To understand and communicate in a new language;
- To make comparisons between the foreign language and English or another language;
- To increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- To foster positive attitudes towards foreign language learning;
- To use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and writing;
- To form a sound basis for further study at key stage 3 and beyond.

Implementation:

Planning

Planning is taken from the Rising Stars 'Eurostars' scheme of work for French which consists of four stages each with six units of work. The programme is designed to be taught progressively so where a unit was not completed in the previous academic year, it should be taught before moving on to the next stage. The long term plan sets out that Stage 1 will be taught in year 3 and so on; however, teachers need to respond to the needs of the cohort and ensure they have prior learning to build on. The use of year group 'must knows' supports the recapping of knowledge and regular consolidation tasks are included in lessons in order to support children with retention. The Eurostars lesson resources are easily accessible on the school system and

provide a range of engaging activities, including animations, flashcards, storyboards, quizzes and songs and rhymes. It is particularly useful for non-specialist language teachers as audio and translation support are provided throughout. Our skills progression document clearly states what should be taught throughout each stage and the topics (see below) provide the vehicle for doing this:

 French Long Term Plan 2020-2021						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 (Eusebeia Stage 1)	<p>Moi (All about me)</p> <p>The purpose of this unit is to introduce some simple French phrases and greetings, to raise awareness of where French is spoken, and to draw attention to some cultural differences.</p>	<p>Jeux et chansons (Games and songs)</p> <p>The purpose of this unit is for children to learn to count to 20 and start talking about their favourite games.</p>	<p>On fait la fête (Celebrations)</p> <p>The purpose of this unit is for children to learn to talk about their achievements in games and activities. They also learn the names of the months, as well as a birthday greeting.</p>	<p>Portraits (Portraits)</p> <p>The purpose of this unit is to teach main parts of the body and describe colours.</p>	<p>Les quatre amis (The four friends)</p> <p>In this unit, children learn to talk about animals and describe their colour and movement, while listening and responding to a story.</p>	<p>Ça pousse! (Growing things!)</p> <p>The purpose of this unit is to teach children the names of some vegetables and how to say what they like and don't like.</p>
Year 4 (Eusebeia Stage 2)	<p>On y va! (All aboard!)</p> <p>The purpose of this unit is for children to find out about the francophone world. They also learn days of the week, and some phrases relating to transport and weather.</p>	<p>L'argent de poche (Pocket money)</p> <p>The purpose of this unit is to offer children the opportunity to manipulate numbers, introduce them to euros, and allow them to express likes and dislikes.</p>	<p>Raconte-moi une histoire! (Tell me a story!)</p> <p>The purpose of this unit is to raise children's awareness of simple adjective agreement and French sounds/spellings in the context of a fairy tale. The unit also teaches multiples of ten, up to 100, and children reinforce and extend their use of instructions.</p>	<p>Vive le sport! (Our sporting lives)</p> <p>The purpose of this unit is to give children the opportunity to talk about sports and healthy and unhealthy eating habits.</p>	<p>Le Carnaval des Animaux (The Carnival of the Animals)</p> <p>The purpose of this unit is to teach children the names of some animals. They will also learn to tell the time.</p>	<p>Quel temps fait-il? (What's the weather like?)</p> <p>The purpose of this unit is to teach more phrases to describe the weather and talk about the temperature. Children will also learn to describe the clothes they need to wear in particular weather conditions.</p>

Year 5 (Eusebeia Stage 3)	<p>Bon appétit, bonne santé (Healthy eating)</p> <p>This unit allows children to revise and extend language about healthy and unhealthy eating (Stage 2, Unit 10: <i>Vive le sport!</i>).</p>	<p>Je suis le musicien (I am the music man)</p> <p>The purpose of this unit is to enable children to discuss musical tastes and talk about the musical instruments they play.</p>	<p>En route pour l'école (On the way to school)</p> <p>The purpose of this unit is to teach simple directions and familiar landmarks in a town. Children also learn the French alphabet and do further work on telling the time.</p>	<p>Scène de plage (Beach scene)</p> <p>The purpose of this unit is to enable children to use both new and familiar language in the description of a beach scene. They recycle colour adjectives and learn some new nouns and verbs.</p>	<p>Le retour du printemps (The return of spring)</p> <p>The purpose of this unit is to recycle and extend familiar language (months, weather, colours) in a new context.</p>	<p>Les planètes (The planets)</p> <p>The purpose of this unit is to develop children's awareness of sentence structure in the context of describing the planets.</p>
Year 6 (Eusebeia Stage 4)	<p>Notre école (Our school)</p> <p>The purpose of this unit is for children to be able to exchange information about their school and school routine. They also revise describing people and telling the time.</p>	<p>Notre monde (The world around us)</p> <p>The purpose of this unit is to enable children to find out about and compare the geography of France, French-speaking countries and other areas of the world.</p>	<p>Le passé et le présent (Then and now)</p> <p>The purpose of this unit is to give children the opportunity to recycle and extend previously learnt language (places in town, clothes and colours) in new contexts.</p>	<p>Ici et là (Out and about)</p> <p>The purpose of this unit is to provide opportunities for children to express and justify opinions in the context of leisure activities. They also develop their ability to use high numbers.</p>	<p>Monter un café (Setting up a café)</p> <p>The purpose of this unit is for children to recycle and extend familiar language (food and drink) in a new context. Children buy snacks in a café, learn a song to help memorise key language, and perform in a play to practise the language learnt.</p>	<p>Quoi de neuf? (What's in the news?)</p> <p>The purpose of this unit is to enable children to recycle and extend previously learnt language in a new context, and to use more complex language to express opinions about the media.</p>

Children are encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language, especially as the majority of children in our school speak more than one language. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small group and in whole class situations according to the activity. Work is mainly oral, but an increasing number of reading and writing tasks are included as pupils enter upper key stage 2. On occasion, pupils are recorded on audio-

and video, which is uploaded to Seesaw to a French folder for parents to see. Evidence of each lesson is recorded in a large year group book.

Inclusion:

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively, including those with SEND.

The scheme of work is designed to cater for pupils working at different levels. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities. While all children start to experience foreign languages for the first time in year 3, some will grasp the language quicker and as such need to be challenged accordingly. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example:

- Setting common tasks which are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all pupils complete all tasks);
- Grouping pupils according to ability in the room and setting different tasks for each group;
- Providing resources of different complexities, matched to the ability of the child;
- Using additional resources to support the work of individual children/groups of children;
- Using peer support by partnering pupils of disparate ability to complete tasks.

Monitoring

The subject leader is responsible for monitoring the standard of the children's work and quality of teaching in languages, developing the assessment and ensuring progression and continuity within the subject. This is carried out through a combination of deep dives with SLT, book-looks, monitoring of online folders, learning walks, lesson visits and speaking to children and teachers. Additionally, the subject leader will support colleagues in their teaching, inform staff of any current developments in the subject and provide leadership and direction for languages across school. The subject leader updates resources which are needed to deliver the languages curriculum, within budget restraints. There will be at least one deep dive per year in languages, where children's work is looked at in depth and some lessons will be observed. Informal drop-

ins and team teaching will take place throughout the year so that the languages lead can stay in touch with what is happening in the subject and to support teachers with their planning and teaching.

Impact

Assessment and Feedback

All teachers use the progression of skills document in French as a tool for teaching and assessment. The progression of skills document ensures that teachers are able to understand what has been previously been taught, what they need to teach in their year group and what will be taught next. It is also a tool for identifying any gaps in pupils' learning and allows teachers to plan for this effectively. Teachers then assess children's progress by making informal judgements during lessons; this informs planning for subsequent learning experiences.

Children demonstrate their ability in languages in a variety of different ways and teachers assess accordingly. On completion of a piece of work, the teacher marks and assesses the work and uses this to inform future planning. Written or verbal feedback is given to the child to help guide their progress. All children are encouraged to make judgements about how they can improve their own work and are always encouraged to strive for excellence.

Once the children complete a whole unit of work, the teacher makes a summary judgement of work for each child in relation to the national curriculum objectives. The children will also complete a must know quiz based on the must know facts the children will have learned during the year. The must know quizzes will also include knowledge facts from the children's previous learning to ensure children are recapping and deepening their knowledge.