



Foreign Languages Policy
January 2020

Intention

Through enabling the pupils to learn a foreign language we hope to provide an opening to other cultures and to deepen the child's understanding of the world. The ability for pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing is not only a challenge but also a discipline that enriches cultural capital and the potential for future success. Furthermore, learning a foreign language provides opportunities to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Language learning should provide the foundation for learning further languages.

Implementation

The teaching of French provides an appropriate balance of spoken and written language. The main focus of learning is on communication: to read and understand the language, to speak and communicate confidently, to write imaginatively and to understand the culture of the French people. Foreign Languages are taught using a range of teaching strategies and materials including:

- Understanding and responding to spoken and written language from a variety of authentic resources.
- Oral modelling and repetition.
- Using picture cues as a stimulus.
- Singing in another language.
- Role play.
- Writing at varying length, for different purposes and audiences, using a variety of grammatical structures.
- Watching film and video.
- Listening to music and podcasts.
- Reading texts in another language.
- Creating diagrams and illustrations.
- Carrying out research and creating project work.
- Visiting another country or places of interest.
- Exposure to fluent speakers.
- Performance.

Visits to France

Every other year, Years 5 and 6 have the opportunity to practise their French and experience the French culture first hand on a residential in France. The children experience the French cuisine and a range of excursions to authentic French sites.

Languages taught

French – EYFS, KS1, KS2, German – Year 6, Latin – Year 6 (non-focus children)

Impact

We assess the children's knowledge of French through observations and continuous oral questioning. At the start of a new topic, the teacher conducts a prior learning check to assess what the children already know, in order to build this into the teaching. Summative assessment in the form of an assessment booklet takes place annually in Years 1 – 6. Progression is tracked as the child moves through the school.

Equal Opportunities

When teaching languages, teachers should ensure that every child is able to access the curriculum at their own appropriate level and to be appropriately challenged in order to make sustained progress through each year group. Differentiation of tasks, open ended challenges and support prompts enable the children to develop at their individual pace and level. The exposure to real life scenarios and the use of authentic materials ensures appropriate learning opportunities.

The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by:

- Planning creative and open tasks tailored to both written and spoken responses.
- Setting challenging tasks which stimulate children of differing abilities and scaffolding learning to suit their individual requirements.