

Languages at Woodstock CE Primary



Children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills, and strive to stimulate and encourage children's curiosity about language. We help them develop an awareness of cultural differences through the study of languages and other countries. Skills of listening, speaking, reading and writing, necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning are embedded within a well-structured curriculum.

The teaching of French at Woodstock Primary provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. Our French curriculum is designed to progressively develop children's skills acquisition, and their ability to use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. French is taught weekly in all Key Stage 2 classes, and in discrete planned sessions across EYFS and Key Stage 1. French and Spanish after-school clubs are also available for pupils.

National Curriculum for Languages

PURPOSE OF STUDY

Learning a Foreign Language is a liberation from insularity and provides an opening to other cultures. A high-quality languages 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.

AIMS

The National Curriculum for Foreign 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.

SUBJECT CONTENT

Whilst the teaching of a foreign language is only statutory within the 2014 National Curriculum at Key Stage 2, at Woodstock Primary we believe that children benefit from exposure to language teaching in Key Stage 1.

KEY STAGE 1

Teaching should enable pupils 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 languages will be on practical communication.

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
- Appreciate stories, songs, poems and rhymes in the language
- Describe people, places, things and actions orally

KEY STAGE 2

Teaching should enable pupils 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 languages will be on practical communication.

Pupils should be 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 (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.

THE ROLE & RESPONSIBILITIES OF THE LANGUAGES LEAD

The role of the subject leader is crucial in developing languages teaching, learning and resources across the school so as best to support teachers, motivate pupils, monitor progress and achieve consistently high standards.

Strategic Direction and Development of Languages

- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning
- To have an enthusiasm for languages which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils

- To monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

Monitoring Teaching and Learning

- To use your own class as an example of high-quality teaching and learning in languages
- To ensure continuity and progression in languages by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives through an agreed scheme of work, developed in line with the school development/improvement plan
- To establish clear targets for achievement in languages and evaluate progress using appropriate assessments and records and regular yearly analysis of this data
- To evaluate the teaching of languages by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching
- To develop effective links with the local community including parents, business and industry
- To ensure that teachers are aware of the implications of equality of opportunity which the teaching of languages raises.

Leading and Supporting Staff

- To enable all teachers to achieve expertise in planning for and teaching languages through example, support and by leading or providing high-quality professional development opportunities
- To ensure that the headteacher, SLT and governors are well informed about policies, plans, priorities and targets for languages and that these are properly incorporated into the school development/improvement plan.

Effective Deployment of Resources

- To support the headteacher by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources, including ICT applications, for languages
- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to languages
- To support the headteacher by maintaining efficient and effective management of the expenditure for languages
- To help colleagues to create a stimulating learning environment for the teaching and learning of languages
- To take on any additional responsibilities which might from time to time be reasonably determined.

TEACHING & LEARNING OF LANGUAGES AT WOODSTOCK CE PRIMARY SCHOOL

French is the foreign language we teach at Woodstock Primary. We use a variety of techniques to encourage the children to have an active engagement in French: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the language, and when possible we use confident speakers in the classroom, in order to expose the children to more than one voice in the language as well as using DVDs, interactive resources and CDs. We frequently use mime to accompany new vocabulary in the language, as this serves to demonstrate the language without the need for translation. We emphasise listening and speaking skills over reading and writing skills in EYFS and KS1, but all four skills and especially independent reading and writing become increasingly important with progression year on year. After seven years of language learning most children will be able to read and write short passages of familiar French; will have an understanding of some French culture; will have a basic understanding of some language structure, which they can apply to another language; and will be able to hold a short, simple conversation and understand a range of familiar language.

We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

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. The scheme of work is designed to cater for pupils working at all

abilities. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities. For example, some children may be meeting or exceeding year expectations, while others may be beginners. Suitable opportunities are provided for all children, 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)
- Mixed groups or 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.

CURRICULUM PLANNING

Children receive a minimum of 30 minutes languages teaching each week. Over time we have developed a large bank of resources to aid our planning and teaching. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the languages curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly theme Curriculum Maps and individual medium-term plans. Long-term plans identify individual languages units taught across the year group phases and follow a two-year cycle.

EARLY YEARS FOUNDATION STAGE

The emphasis in Early Years is to enjoy and begin to appreciate languages, and on learning and raising awareness of other languages and cultures.

SPECIAL EDUCATIONAL NEEDS

We teach languages to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

At Woodstock CE Primary School children have opportunities to encounter languages from many cultures and, through their growing knowledge and understanding of the language, they develop more positive attitudes towards other cultures and societies.

ASSESSMENT & RECORDING

Teachers assess children's work in languages by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary, in French. Children have a marking guide stuck into their French book to help them translate the feedback. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Big Books are kept to provide evidence of the range of skills and progression across year groups. Individual class teachers are responsible for contributing to these, following particular events (e.g. European Day of Languages and International School activities).

MONITORING & REVIEW

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in languages. Teachers and phase teams work collaboratively to support each other in the teaching of languages; understanding and applying current developments. Team phases should evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

PURPOSE OF STUDY & AIMS

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The national curriculum for languages aims to ensure that all pupils:

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NATIONAL CURRICULUM STATUTORY REQUIREMENTS

KEY STAGE 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. 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. It should enable pupils 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. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be 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 (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.

The starred (*) content above will not be applicable to ancient languages.

SKILLS PROGRESSION FOR LANGUAGES (French)

EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6	KEY STAGE 3
<p>Listening and attention</p> <ul style="list-style-type: none"> • I maintain attention, concentrate and sit quietly during appropriate activity <p>Early Learning Goal</p> <ul style="list-style-type: none"> • I listen attentively in a range of situations <p>Speaking</p> <ul style="list-style-type: none"> • I extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<p>Listening and responding</p> <ul style="list-style-type: none"> • I can understand a range of familiar statements and questions • I can understand short sentences if they are repeated. • I can name and describe people, places and objects • I can use set phrases • I can give hesitant but clear responses <p>Reading</p> <ul style="list-style-type: none"> • I can read short phrases presented in a familiar context. • I can use books or glossaries to find out the meanings of new words. <p>Writing</p> <ul style="list-style-type: none"> • I can copy familiar short phrases correctly • I can write simple phrases used regularly in class • My spelling is usually good enough to be read accurately 	<p>Listening and responding</p> <ul style="list-style-type: none"> • I can understand short passages (instructions, messages and dialogues) spoken at normal speed • I can identify and note main points from a passage, for example, likes, dislikes and feelings • I can take part in brief exchanges, using visual or other cues to help me • I can use short phrases to give a personal response • I mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand short texts and dialogues independently • I can identify the main points of a short text and respond • I can select appropriate texts independently <p>Writing</p> <ul style="list-style-type: none"> • I can write two or three short sentences on familiar topics • I can write about my likes, dislikes and feelings • I can write short phrases from memory • My good spelling makes my work easy to read 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • I can use my knowledge of grammar to adapt single words and phrases. • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I can write individual paragraphs of three or four simple sentences, mainly using memorised language. • I am beginning to use my knowledge of grammar to substitute words for effect • I am beginning to use dictionaries or glossaries to check words I have learnt. 	<p>Reading</p> <ul style="list-style-type: none"> • I can use the context of a text to work out unfamiliar words mean. • I can read extended factual texts and short stories <p>Writing</p> <ul style="list-style-type: none"> • I can write complete texts on a familiar subject • I experiment with new, unfamiliar vocabulary • I confidently use my knowledge of grammar to substitute words to good effect • I confidently use dictionaries or glossaries to check words I have learnt.

