



*Motivate and Celebrate Success*

# Languages

## at Mount Charles School

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## **1. Curriculum Statement**

### **INTENT**

At Mount Charles School, we believe that pupils are entitled to a high-quality Languages education that will encourage the pupils to:

- Open their minds and present additional life opportunities.
- Help them understand that there is an exciting world beyond the UK where people and places are in some ways just like us and our country but in some ways different.
- Recognise that this is something to be celebrated, explored and perhaps one day, experienced.
- Have the confidence to communicate in a language that is not their home language without embarrassment or prejudice.

### **IMPLEMENTATION**

We teach French in each Year group from Year 3 to Year 6 using the Twinkl scheme. Pupils receive a 45-minute lesson each week delivered by their class teacher. The scheme is carefully planned to ensure that the pupils can make progress with support and confidence in four areas.

- Listen to and understand French being spoken by non-native and native French speakers.
- Speak with increased fluency and spontaneity, finding ways to communicate what they want to say in response to a stimulus.
- Read French beginning with words and building up to simple sentences and longer paragraphs.
- Write at varying length, for different purposes and audiences, using a variety of taught grammatical structures.

The lessons will be interactive with the pupils often joining in with games, songs and stories. They may be using actions and role play to practise and consolidate their skills. Often, lessons will conclude with a short task, that gives the pupils chance to practise reading French before responding in writing.

### **IMPACT**

By the time pupils leave our school they will have a passion for Language learning and be excited and ready to take on the challenges of learning additional languages at secondary school. This will be underpinned by:

- Having an understanding of why learning additional languages is important and advantageous.
- Knowing that other languages use different phonic sounds and be able to look for patterns within these and spot similarities and differences with the English language.
- Having acquired techniques for learning new vocabulary and appreciating how cognates can help in language learning.

## **2. Teaching and Learning**

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that pupils should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop knowledge about language (KAL) and language learning strategies (LLS) underpin the three core strands. We use a variety of techniques to encourage the pupils to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the pupils to the learning of modern foreign languages. We build pupils' confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

## **3. Assessment**

The pupils are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. Pupils review their work each lesson against 'I can...' statements. Achievement of these is then verified by the teacher, with reference to the outcomes of work and responses during lesson. These, as well as regular assessment tasks, inform teachers' completion of termly reports to parents.

#### **4. Planning and Resources**

The school has adopted the Twinkl French scheme, to provide teachers at all levels of French with a weekly plan and to ensure that French is taught with accuracy and confidence. Audio and visual resources, including flash cards and classroom display materials are provided in the planning. The audio files which accompany every lesson are provided by native speakers and are particularly valuable.

The school is currently cultivating links with a local secondary school to support the teaching of French at Mount Charles through the involvement of specialist language teachers, joint projects and events held at the Secondary School. In addition to this, the subject leader is attending the CELT Subject Leader meetings with the aim of discussing, developing and sharing resources to further improve languages provision.

#### **5. Organisation**

We teach French to all pupils throughout KS2. French is taught as part of the weekly timetable in lesson durations of 45mins. The language is taught by the class teacher which we consider to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning. For example, class instructions can be given in French, beyond the weekly French lesson, to develop the pupils' vocabulary in context.

#### **6. EYFS and KS1**

In EYFS and KS1, teachers encourage an awareness of Languages through occasional songs and games. They may use the register to encourage the pupils to speak in other languages so opening their eyes to the possibility of other cultures and countries. The home languages of EAL pupils are also celebrated and discussed.

#### **7. KS2**

In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum. Lessons are adopted from the Twinkl scheme. We teach the pupils to know and understand how 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

## **8. Equal Opportunities**

At Mount Charles we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all pupils should have access to and participation in the learning of languages and to be supported in this process.

## **9. Inclusion**

At Mount Charles School, we teach a modern foreign language to all pupils in KS2. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all pupils. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. EAL speakers are considered an asset to French lessons and teachers ensure their full involvement and engagement within lessons and that the efforts and achievements of all pupils in the subject celebrated.

## **10. Role of the Subject Leader**

The leadership of the languages curriculum is the responsibility of the subject leader who:

- \* ensures the school has an effective languages curriculum for staff to follow. They ensure staff new to the school, including ECTs understand the languages curriculum and how to deliver it effectively;
- \* supports colleagues in their teaching by keeping them informed in current developments in languages primary education;
- \* writes a subject action plan, informed by the whole school improvement plan;
- \* carries out triangulated monitoring to identify strengths across the school, CPD priorities and inform action planning;
- \* delivers and/or sources appropriate training for staff;
- \* tracks progress across the school with particular emphasis on identified target pupils;
- \* leads planning, preparation and effective execution of specific languages days and/or events;
- \* ensures languages resources required to deliver effective class teaching, are looked after and updated/replaced as necessary.
- \* plays an active role in the Trust primary languages group and ensures content is disseminated to staff.