

## Subject Strategy Document–LANGUAGES 2022-23



### Statement of Intent

The intent of our school is to offer a relevant, broad, vibrant and ambitious language curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their language learning- the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2. Our school has made the decision to focus on French. Although Spanish is now often cited as a more useful language in global terms, French still retains its status as an important language within the international community.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

The intent is that all pupils develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language also offers pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

By the end of KS2 our aim is for pupils to be able to

1. Listen attentively to spoken language and show understanding by joining in and responding
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in simple conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple texts.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied.

### Statement of Implementation

We use the Kapow Primary French Mixed Age scheme, which organises the learning of the French language into a progressive, spiral curriculum over a two year rolling programme for Y3/Y4 and Y5/Y6. Language knowledge and skills are introduced in a systematic way over the four years of KS2, within the context of exciting and relevant topics, such as food, transport, music, the Olympics and holidays. Lessons are lively, including the use of puppets, songs, games, stories and role play. Videos featuring native French speakers ensure correct pronunciation, and also give children a virtual glimpse into French life, enhancing inter cultural understanding.

The learning of a language is a statutory requirement for KS2 children and French is taught through a weekly lesson in Class 2 and Class 3. However, research shows that children acquire language skills optimally from a very young age. The Reception, Year 1 and Year 2 children in Class 1 therefore also have short, weekly French lessons, learning very simple phrases and basic vocabulary. The Early Start French scheme is used, supplemented with lots of exciting songs, stories and active games. It is not intended that the children learn to read or write the language at this stage, focusing instead on enjoyment within the listening and speaking strands.

#### Inclusion

Children with Special Educational Needs are included as far as possible in the teaching of French. Children learning a new language have the same starting point as each other and consequently this gives the children with Special Educational Needs an opportunity to show what they can do. Adaptations may need to be made for the individual, and 1 to 1 support may need to be given.

Some children within the class will need extra support with remembering words and phrases and pronouncing them correctly. Others who demonstrate greater linguistic ability will need stretching by the teacher, through increased aural, oral and written challenge. The aim is that everyone feels successful at language learning and that they leave each lesson happy and excited about their new skills and knowledge.

## **Statement of Impact**

The foundations for language learning will begin in EYFS and KS1, with children developing an enthusiasm for the French language, gradually building their word knowledge. Children will then develop language skills systematically as they move from Y3 to Y6, with opportunities for the regular revision of knowledge, vocabulary and grammar, all the while building upon them at greater depth. We hope that our Year 6 children will leave school with the skills, interest and confidence to continue their modern foreign language learning at secondary school.