



BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

Foreign Languages Policy

Maximum Effort for Maximum Achievement

Introduction

At Buttsbury Junior School, we teach a foreign language to our children as part of the normal school curriculum. We do this for several reasons.

- We believe that many children really enjoy learning to speak another language.
- We also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- It is also important for children to gain a cultural understanding of other countries and lifestyle.

Aims and objectives

Buttsbury Junior School offers a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide range of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning. We intend for the children's cultural awareness to be developed through the teaching of a foreign language and for them to understand their place in the wider world.

Organisation

All children receive 45 minutes of French tuition per week, provided by the class teacher. The teaching of the National Curriculum content is supported by the use of Language Angels scheme of work and resources. Children should also receive a 15 minute top up of French in a range of ways, for example answering the register, greeting in French, use of key words in PE, use of games.

The curriculum that we follow is based on the guidance given in the revised National Curriculum, with the focus of language learning being on practical communication. This 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
- communicate what they want to say through discussion and asking questions
- continually improve the accuracy of their pronunciation and intonation
- can write at varying length for different purposes and audiences
- use a variety of grammatical structures
- discover and develop an appreciation of a range of writing in the target language

Teaching and learning

Teaching is based on the requirements of the National Curriculum for Foreign Languages, and should support the teaching expectations set out. It has been adapted to the abilities of the children of Buttsbury Junior School. Teaching should enable children 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.

Teaching a foreign language to children with Special Educational Needs

At Buttsbury Junior School, we teach a foreign language to every child. A foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our 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.

Intervention through Additional Support and Record of Concern will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the foreign language.

We enable pupils to have access to the full range of activities involved in learning a foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a foreign language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Advice on differentiation, including for able language students is available from the co-ordinator and has been given to staff.

Assessment

We use the National Curriculum statements to make a judgement based on evidence of the four skills seen in lessons. We may feedback any relevant comments at parents meetings. We report on Foreign Language progress in the annual report to parents.

Scheme of Work

The Language Angels scheme of work will be used throughout KS2, along with the supporting resources. This will fulfil the requirements of the National Curriculum. Topics or cross-

curricular links should be taught where appropriate. Additionally, activities in the target language should be considered for special events in the school year, for example Christmas.

Mastery in Foreign Languages

Effective mastery in Foreign Languages encourages understanding of another language and culture. Texts and resources provided in the target language (French) are provided to encourage and stimulate interest in language learning, as well as to challenge pupils by giving them the opportunity to study genuine French texts and songs.

Pupils are capable of demonstrating accurate reading and listening skills. Furthermore, they are encouraged to compare and contrast the vocabulary and grammar rules of English with those of French, and to identify similarities and differences in order to apply these rules accurately.

Vocabulary and sentence structures are provided to the pupils, to give them the opportunity to independently apply their knowledge to both structure their own sentences and to other topics.

Real life scenarios are included throughout the teaching sequences, to allow children to apply their language knowledge, for example greetings in Year 3 and letter writing to the Head teacher in Year 6 on the topic of school uniform, giving their learning purpose.

As a result of this, children develop a deeper understanding of language learning and an understanding of another culture and language.

Monitoring and review

Policy Date: Spring 2020

Review Date: Spring 2023