



STOWER PROVOST COMMUNITY SCHOOL

Curriculum Statement for Languages

Ownership	William Patten/JS
Created	MAY 2021
Approved by Governors	
Updated (if apt)	
To be reviewed	26/05/24

Contents

1. Subject Statement
2. Teaching and Learning
3. Assessment
4. Planning and Resources
5. Organisation
6. EYFS
7. KS1 and KS2
8. Equal Opportunities
9. Inclusion
10. Role of the Subject Leader
11. Parents
1. Curriculum Statement

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The 2014 National Curriculum for Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Stower Provost, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures. At Stower Provost we are committed to ensuring our Languages teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Children are introduced to French in KS1, experiencing the use of French to give basic instructions and refer to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled French lesson of 45 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content, as well as by native French speakers on-line.
- Cross curricular links are sought where it will enhance the children's knowledge and skills.
- We use resources from the Catherine Cheater scheme of work, supplemented with resources from the primary MFL scheme of work from BCC languages provided by Hackney Learning Trust, and BBC Revisewise.

Knowledge and skills in French are progressive from one year to the next and are mapped across the school, in line with the DOL assessments. Cross curricular links have been identified and the school's own context is considered as part of curriculum planning, including, for example, how the grounds of the school and local resources can be used to enhance and enrich French learning.

Impact

Our Languages curriculum ensures that children develop their knowledge of where different languages, as well as French, are spoken in the world. Varied learning experiences also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures. The children enjoy their French Lessons and choose to include French at times in their day to day conversation, such as answering the register.

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 children 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 and language learning strategies underpin the three core strands. This follows the five strands recommended in the Key Stage Two Framework for Languages (DCSF). We use a variety of techniques to encourage the children to engage actively in the target language: these include games, role-play and songs (particularly action songs). We use puppets and soft toys to demonstrate the foreign language, and invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. 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 helps to foster a positive attitude in the children to the learning of modern foreign languages. We build children's 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 children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of year statements for all year groups in both Key Stages using the DOL assessment tool. Children review the communicated learning intention at the end of each lesson and their judgements are then verified by the teacher.

End of year 'I can' statements are communicated to the children and these can be found at the beginning of the outcomes of work for that year. The teacher records when each of these has been achieved, as informed by evidence of achievement in outcomes of work, assessment tasks and the child's contributions and responses during lessons. This system ensures that assessment informs planning, with objectives that require further consolidation, quickly identified, with opportunities for coverage planned for. Progress towards and achievement of these 5 statements is also used to inform end of year reporting on Languages to parents. By the end of the year, children are expected to have achieved 90%+ of the year group objectives if they are working at, at greater depth, or above the age expectation.

4. Planning and Resources

The school has adapted the Catherine Cheater French scheme to provide teachers, at all levels of French, with a detailed plan for each lesson. This supports teacher confidence, as well as accuracy in the teaching of French. Progression maps are also in place and known to staff, as well as unit summaries, to ensure that knowledge and skills build from one year to the next. A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's shared curriculum drive. Film clips of native French speakers using key phrases and vocabulary, ensure that children are provided with further effective models of the language. A number of related resources, including flashcards, audio and book CDs have also been added to the school's 'shared drive', allowing easy and constant access in all classrooms.

Children are also able to use technology to record songs and speaking and listening tasks (including role play) in French.

5. Organisation

French is introduced to children at the beginning of KS1, through language games and songs. In KS2 French is taught through weekly 45-minute lessons. The language provision is designed to be taught by the class teacher which supports further opportunities for immersion in both key stages. For example, teachers are encouraged to write the date in French and class instructions can be given in French, to develop the children's vocabulary in context.

To further support the successful delivery of French, the subject leader attends regular subject leader meetings with the local collaboration of schools. They disseminate good practice to staff throughout the school providing language and vocabulary, book lists and adapted resources.

6. EYFS

In the Early Years, the children are encouraged to use a range of languages for simple greetings and some classroom vocabulary. This early exposure to the sounds of other languages is intended to foster an enjoyment of the spoken word and an interest in the wider world.

7. KS1

Although languages in KS1 are not statutory, a whole school approach is observed. The aims of learning a foreign language and KS1 are the same for those at KS2:

- Foster an interest in learning another language
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun
- Stimulate and encourage learners' curiosity about language
- Encourage learners to be aware that language has structure and that structures differ from one language to another
- Help learners to understand cultural differences in other countries
- Develop their speaking and listening skills MFL provision in KS1 complements the scheme of work for MFL at KS2, which revisits previous learning, with an emphasis on speaking and listening and the use of songs and music.

The approach supports the children with:

- The ability to identify sound
- The ability to mimic
- The willingness to engage and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

KS2

The teaching of languages is based on the guidance material in the Key Stage 2 Framework for Languages. Lessons and resources are also adapted from the Catherine Cheater and BCC Languages schemes.

Children are taught to know and understand how to:

- Engage in conversations, express opinions and respond to those of others.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present information and ideas orally to a range of audiences.
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory.
- Use a dictionary.
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing.
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

8. Equal Opportunities

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

9. Inclusion

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

10. Role of the Subject Leader

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL
- writes a subject development plan, informed by the whole school development plan
- observes and gives feedback to teachers on their teaching of French
- attends specialist courses and ensures content is disseminated to staff

11. Parents

Parents are encouraged to inform the school about the languages they speak and then these can be added to the list of the languages celebrated. Parents are also always welcome to come and read stories in French and other languages. If they have a particular expertise in languages we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Creative Curriculum Showcase events, which demonstrate some of the work the children do in their language studies.