



St Hilary's School

Languages Policy

INTRODUCTION

We actively promote democracy, the rule of the law, individual liberty, and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

Learning a foreign language is hugely beneficial as it provides a variety of educational, social and cultural experiences. Being aware that other languages and therefore cultures exist allows pupils to have a sense of the multicultural and multilingual nature of the world, which in turn cultivates an understanding of other cultures and a willingness to accept that differences exist and are enriching.

On a more individual level, learning a foreign language encourages:

- awareness in the pupil of being a citizen of the world;
- speaking, listening, concentration and social skills through partnership and group work;
- a curiosity of the meaning of words and structures of words;
- an interest in further linguistic study.

AIMS

The aims of the department are to:

- Develop an awareness of the nature of language and language learning and give pupils an insight into their own language and culture.
- Develop a positive attitude to speakers of foreign languages and a sympathetic and tolerant approach to other cultures.
- Encourage independent learning (referencing & researching).
- Develop pupils' listening and communication skills and confidence.
- Develop cooperation through a variety of approaches: pair work, group work and role-play.
- Make learning fun and meaningful by relating activities to pupils' experience and needs.
- Motivate all pupils by giving them frequent opportunities to succeed and cater for all abilities by regularly reinforcing all vocabulary areas and making provision for all pupils needing support or extension.
- Conduct lively, stimulating, controlled lessons.
- Create a non- threatening classroom environment where the foreign language is used naturally by pupils and teachers.

THE ROLE OF THE HEAD OF LANGUAGES

- To monitor, evaluate and review the Languages Curriculum and learning which takes place throughout the school.
- To take the lead in policy development and the production of schemes of work.
- To implement assessment and record keeping activities.
- To monitor progress in Languages and to regularly liaise with other departments such as Special Educational Needs.

- To take responsibility for the purchase of central resources in Languages.
- To keep up to date with developments in Language education and disseminate information to colleagues as appropriate.
- To hold staff meetings to discuss the Languages Curriculum and ensure consistency of approach and standards throughout the school.
- To carry out lessons observations and work scrutiny.
- To encourage and identify areas in which language staff feel they may benefit from further development / training.

TEACHING AND LEARNING

The Scheme of Work is produced by the Head of Languages and is amended annually with input from class teachers. Teachers plan lessons which meet the needs of their class and deliver the scheme of work taking account of information gained through marking, questioning and assessments.

Time Allocation

- Pupils in Reception have one 20-minute lesson of French per week.
- Pupils in Pre-Prep have one 30-minute lesson of French per week.
- Pupils in Prep have 30 minutes of French; either one lesson or two lessons of 30 minutes. Pupils in Years 5 & 6 also have a 30 minute lesson of Latin per week.

All French lessons are taught by a specialist teacher.

French is not protected from extra-curricular lessons.

Foundation Stage

The Foundation Stage builds upon pupils' previous learning to develop the crucial knowledge, skills and understanding that enable them to make sense of the world. The Early Learning Goals (towards which pupils work during the Foundation Stage) which lay the foundation are outlined in the Area of Learning – Knowledge and Understanding of the World.

The pupils respond to the register in numerous different languages. The classrooms have vocabulary labels in the languages that some of the pupils speak at home including Portuguese, Spanish, French and German. Storybook sacks have also been produced in these languages. The Foundation Stage staff liaise with Learning Support and have an EAL register.

Pre-Prep

The pupils in Pre-Prep enjoy learning the language in its spoken form through informal yet effective songs, games, stories and role-play. They are uninhibited and spontaneous in their experimentation and learn through a process of assimilation. Their receptive minds and keenness of spirit allow them to take in sounds naturally and imitate superbly. They are able to grow in confidence and improve listening skills and concentration. In addition, pupils become culturally aware and broaden their minds.

Prep

The enthusiasm and love of languages is successfully carried into Prep where pupils are introduced to the written word and to grammatical concepts. There is a communicative approach which gives purpose and enjoyment to the learning experience as well as preparing pupils for life in this increasingly international world.

The French Curriculum is based on the Tip Top series with pupils working on Book 1 in Years 3 and 4 and Book 2 in Year 5 and 6. Year 6 also prepare for their residential trip to France in the summer term.

Homework

Homework is given regularly to Years 4-6. The homework is to practise new language taught as well as vocabulary learning. The department subscribes to www.linguascope.com and homework is often set on this website. Sometimes, creative homework is also given such as designing a menu/tourist brochure or drawing and labelling pictures. In Years 5 & 6 pupils may use homework time to complete a cultural project about an aspect of France.

The four language skill areas

Lessons are planned to provide opportunities for pupils to develop, apply, and make progress within the four language skills (listening, reading, writing and speaking). In lessons pupils work in a variety of ways including independently, in pairs, in groups and as a whole class. Teachers differentiate work to meet the need of individual pupils.

<p><u>Listening</u> To improve their listening skills pupils not only listen to their teacher and each other but also to recordings of native French speakers. Pupils are encouraged to listen attentively in the day to day business of the classroom as this is conducted partly in the target language. They have to follow some instructions in the target language as to the work they are being asked to do.</p>	<p><u>Writing</u> Pupils copy keywords of vocabulary and important phrases into their workbooks. Their skills in writing in the target language are developed from copying, and gap filling in the early stages, to more open-ended writing, which draws upon vocabulary that has been learnt and the application of grammatical constructions.</p>
<p><u>Speaking</u> Pupils are encouraged to communicate in the Target Language with each other and with their teacher. The everyday business of the classroom is conducted in the target language where possible. Games are used to practise vocabulary, grammatical construction, and to facilitate the ability to transfer language from one context to another. Pupils are encouraged to learn by heart rhymes, songs, tongue twisters. Pupils are given the opportunity to imitate pronunciation and intonation by hearing native speakers and repeating language.</p>	<p><u>Reading</u> Pupils read from worksheets, books and text on the Smart board. They are also encouraged to develop independence in language learning by use of dictionaries and reference material, by using context and other clues to interpret meaning. In addition, pupils also have the opportunity to read a language magazine (Allons-Y published by Mary Glasgow). Years 5 and 6 are given reading books which they are tested on and awarded certificates. There is also a good selection of French books and a graded reading scheme (Bibliobus) in French which give pupils the opportunity of reading for pleasure on a weekly basis. This provides a variety of styles of writing from cartoon to informative.</p>

Assessment, Recording and Marking

Informal

Pupils’ work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each other’s answers, particularly for a listening or reading activity. Very simple comments are made in the target language such as Bien, Bon effort, Fantastique, etc, and longer comments in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

Formal

Assessment timetable

Year / Term	Autumn	Spring	Summer
3	Tip Top 1 - End of Unit 1 test Voluntary Reading Scheme	Tip Top 1 - End of Unit 2 test Voluntary Reading Scheme	Tip Top 1 - End of Unit 3 test Voluntary Reading Scheme
4	Tip Top 1 - End of Unit 4 test Voluntary Reading scheme	Tip Top 1 - End of Unit 5 test Voluntary Reading Scheme	Tip Top 1 - End of Unit 6 test Voluntary Reading Scheme
5	Tip Top 2 - End of Unit 1 test OR DEL F Prim A1.1 Voluntary Reading Scheme French Project – Teacher/ Peer & Self-assessment.	Tip Top 2 - End of Unit 2 test Voluntary Reading Scheme	Tip Top 2- End of Unit 3 test OR DEL F Prim A.1 Voluntary Reading Scheme
6	Tip Top 2 - End of Unit 4 test Voluntary Reading Scheme	Tip Top 2 - End of Unit 5 test OR DEL F Prim A1.2 Paris Project – Teacher/ Peer & Self-assessment Voluntary Reading scheme	Tip Top 2- End of Unit 6 test Trip Diary – Teacher/ Peer & Self-assessment. Voluntary Reading scheme

In addition, in Prep the teacher uses end of unit assessments to inform planning, to ensure that work is matched to the needs of the pupils and to ensure progression. The tests cover three skill areas; of listening, reading and writing. In order to show progression, these results, together with the teacher's professional observations, are used to grade each pupil on the subject descriptions using the grades Emerging, Developing and Secure. A summary of each individual pupil's progress in French is included in an annual written report to Parents. Twice Yearly Parents' Consultation Evenings provide further opportunity to discuss individual issues.

Cross Curricular Links

Teachers look for opportunities to exploit cross-curricular links and to give pupils opportunities to apply and further develop their knowledge, skills and understanding in one subject whilst learning another. Pupils are helped to see links between different areas of the curriculum and to appreciate how knowledge, skills and understanding in one area contribute to learning others.

These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender,

negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;

- **History:** Year 6 study WW1 and then visit the battlefields of the Somme during their residential trip to France in the Summer term.
- **ICT:** use of e-mail with schools abroad, materials from the internet and satellite television, DVD, video and audio, word-processing;
- **Citizenship:** the multilingual society, knowledge of other countries and cultures;
- **Mathematics:** counting, calculations, the time and the date, money;
- **Geography:** work relating to the study of other countries, points of the compass, weather;
- **Science:** work on parts of the body, animals;
- **Music:** rhyming, rhythm, singing, composition, world music;
- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **Art:** descriptions of paintings; researching French artists.
- **PE:** physical responses to the teacher's instructions issued in the language being learnt, French skipping, action songs.

Resources

Resources for French are stored in the classroom of the Head of Languages. If new resources are required members of staff need to alert the Head of Languages, this will ensure we always have a complete range of resources for the effective delivery of the subject. The ICT suite and Library are also used in Language teaching. iPads are used to practise vocabulary on www.linguascope.com.

In Prep the Tip Top scheme is used (books 1 & 2).

Differentiation

The following teaching practises are used to cater for varying abilities:

- Challenging or simplified questions depending on ability.
- 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).
- Using additional resources to support the work of individual pupils / groups of pupils.
- Using peer support by partnering pupils of disparate ability to complete tasks.
- Providing extension activities for homework.

Special Educational Needs

We ensure that all pupils have access to a full and appropriately matched curriculum. Teachers take account of a pupil's Special Educational Needs (SEN's) when planning lessons to ensure that the maximum possible progress is made and that where possible factors which limit progress are minimised / eliminated.

In a mixed ability class, less able pupils are helped by having questions put to them in a simpler form and more slowly. If necessary, questions and instructions can be put in French first and then given in English. Simple one-word answers can be accepted from a less able pupil, where a full and accurate sentence might be encouraged from a stronger pupil.

The teacher has to be aware of the different degrees of sensibility of the pupils as well. Even a strong language student may require constant encouragement rather than correction. Rather than over correct, the teacher can acknowledge what the pupil has said by repeating it accurately. The pupil picks up the correction in this way.

There is an EAL register held centrally.

More Able, Gifted, Talented and Passionate Pupils (MGTP)

We also ensure that pupils who have a particular aptitude for French are challenged and provided with the opportunity to extend their thinking and learning in the subject. This may be through differentiation or extended tasks to complete at home or in school.

Resources available to MGTP pupils include the Bibliobus reading scheme, KS3 workbooks and the Intermediate section of www.linguascope.com.

Reviewed: June 2019, July 2020, June 2021, June 2022

Next review date: June 2022, June 2023

Person responsible: Mrs Rebecca Clemons (Head of Languages)