



**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ALDERSHOT
A VOLUNTARY ACADEMY IN THE DIOCESE OF PORTSMOUTH
POLICY FOR PRIMARY LANGUAGES
(September 2019 - 2022)**

The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St Joseph's strong Catholic ethos.

Teaching and Learning at St Joseph's

Structure and the belief that all children can achieve is key to all learning at St Joseph's. In all subjects, **recalling pre-knowledge** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge is **revised** and links made with children's current learning in all subjects. Key concepts for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Also, reading and vocabulary are emphasised and taught. Thus, key concepts become embedded in the **long-term memory**.

Vision Statement

As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements.

As such, we plan and resource pupils' learning, in line with the school curriculum policy. The School's Vision and Mission Statements underpin all aspects of our planning, our chosen pedagogy and our delivery to enable all pupils to make good and sustained progress in modern foreign languages. We believe that all have the ability to achieve their best and our curriculum and varied choice of pedagogy enables all children to do this. This includes those with special educational needs and disability and those identified as most able.

Intent of the Primary Languages Curriculum

The primary languages curriculum is designed by the curriculum co-ordinator, management team and governors to allow pupils to transfer key knowledge to their long-term memory to ensure breadth, balance, continuity and progression. At St Joseph's, we believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils (cultural capital). They develop communication and English skills that lay the foundation for future learning of languages. Pupils develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of the multilingual and multicultural world around us. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement

COMMITTEE - CURRICULUM

of knowledge, skills and understanding developed in other subjects. Children also acquire some knowledge and understanding of the different languages and cultures in the world today. Throughout the primary languages curriculum, it develops new skills and knowledge based upon what has been taught before, allowing all pupils to **work towards clearly defined end points**.

We develop children's experiences and understanding of primary languages by teaching all children at St Joseph's French by a specialist teacher. Children learn French from being exposed real-life **memorable learning opportunities** for example, a whole school French day and School residential to France. The school provides a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge, skills and cultural capital through informative teaching and learning activities and enhancement experiences.

The intention for all pupils is:

- To foster an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and fun.
- To help children develop awareness of cultural similarities and differences in different countries developing **cultural capital**.
- To develop their speaking and listening skills.
- To develop awareness of sentence structure and grammar.
- To familiarise themselves with the sounds and written form of a modern foreign language.
- To develop particular language-learning skills;
- To begin to understand a new language, and communicate in it;
- To make comparisons between languages;
- To learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- To use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- To acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.
- Focus, build-upon and learn key vocabulary to develop understanding of concepts and knowledge.
- Read a variety of different books to promote over-learning and the development of pre-skills to develop understanding of culture to embed learning in the long-term memory.
- Build in memorable experiences to promote deep learning.
- To have a sound basis for further language learning at Key Stage 3 and beyond.

We use a range of **pedagogical practices** in the teaching of primary languages to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks, whole class tasks. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's **long-term memory**.

Implementation of the Primary Languages Curriculum

Subject Leadership:

Primary languages have a **progressive and sequential Scheme of Work** which has been written by the subject leader/specialist teacher to meet the needs of all pupils at St Joseph's. The subject leader/ specialist teacher is responsible for:

COMMITTEE - CURRICULUM

- The design, review and implementation of the Scheme of Work (overseen by Phase Leaders, the Headteacher and the Governors.)
- The budget in their subject they are accountable to governors in relation to this.
- Conducting pupil interviews to gain an idea of the pupil's thoughts and feelings about the French topics they have studied and feed these into primary languages moderation, ensuring that all children make at least good progress.

The implementation of this primary languages policy is the responsibility of all staff engaged in the learning and teaching of French. Class teachers have a responsibility to support the learning that takes place with the specialist teacher. They have a French 'word of the week' to use and should say the lunchtime prayer in French at least once a week.

Subject Knowledge (breadth and depth of modern foreign languages Scheme of Work):

- The curriculum leader ensures that the specialist teacher has good subject knowledge and is appropriately trained to provide support, sharing and informing knowledge.
- The Scheme of Work provides a **focused learning environment and clear learning objectives to embed learning in the long-term memory through encompassing memorable learning experiences.**
- Our French curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a **meaningful context and wherever possible cross-curricular links are exploited** particularly links with geography, history, British Values, School Values, computing, English, maths, art and music.
- **Pre-knowledge and skills are retrieved and built upon** at the beginning of each topic as outline on the Scheme of Work.
- At a classroom level, **key concepts are presented clearly so that they are embedded in the long-term memory and over-learning is prevalent**, this is also monitored by the curriculum leader/ specialist teacher.
- Individual lessons are planned to inspire, engage and challenge pupils in response to their needs.
- Children are given a wide variety of experiences both in the classroom and out. Pupils to undertake **memorable learning opportunities** by attending school visits such as the Year 6 residential to France and having visitors into school for example on French day to enable the children to gain first-hand experiences to support their learning and influence further learning.
- Reading and French language vocabulary are emphasised and taught to embed these skills in the pupils' long-term memory.
- Children are able to borrow books to enrich their learning and understanding at home as well as at school. **This develops home school links, cultural capital and reading.**
- Teachers will remind the children how their school and home environments are valuable resources. The children have the opportunity to bring in souvenirs from home for display and discussions. EAL children are encouraged to teach phrases in their own language and to recognise links between their own Language and French as well as links with English.

At Key Stage 1 and Key Stage 2 a specialist teacher is employed to give French lessons to all classes in a designated French room. Year R/1 classes receive 20 minutes a week of discrete teaching and Year 1/2 classes receive 30 minutes a week of discrete teaching.

Years 3 and 6 receive 45 minutes once a fortnight and Years 4 and 5 receive an hour a fortnight.

COMMITTEE - CURRICULUM

At Key Stage 1: Through various topics children are taught:

- to recognise that French is another language
- to listen attentively and show understanding through physical response
- to join in with traditional songs by performing actions then use words
- to repeat simple words
- to learn French phonics
- to name individual actions, things and people
- to listen to stories, identifying links to their own language
- to respond to simple familiar questions
- to take part in short familiar exchanges

All vocabulary/simple phrases are **embedded in the long term memory** through **over-learning** and **repetition**.

At Key stage 2

The children will continue to learn their French within different topics and will build on their listening and speaking skills from KS1 using increasingly more complex structures. There will also be more of an emphasis on developing their reading and writing skills too.

The children will: -

- extend their knowledge of French phonics
- extend their vocabulary, pronunciation and intonation (improving understanding, speaking, reading and writing)
- develop longer French conversations (asking and answering questions and expressing opinions)
- be able to appreciate more songs, stories, poems and rhymes in French
- learn to use a bi-lingual dictionary to find the meaning of words or for translation and as an aid to writing.
- present ideas and information orally and in writing to a range of audiences
- understand basic grammar appropriate to the language being studied, including: feminine and masculine 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.

As in KS1 – vocabulary/simple phrases (questions and answers)/word order/gender of nouns and adjectival agreement etc will be **embedded in the long term memory** through **over-learning** and **repetition**.

Equitable Delivery

- Primary Languages is taught through a variety of individual, group and whole class activities.
- Active participation is encouraged speaking, listening and writing.
- Children are encouraged to communicate their findings in a variety of ways e.g. on the computer, pictures, displays and drama.
- The subject leader/ specialist teacher is accountable for their own annual budget to purchase a variety of resources, training and school visits/visitors to improve outcomes for pupils.
- Enrichment days are organised in relation to particular topics covered across the key stages for example A whole school French day.

COMMITTEE - CURRICULUM

Assessment

- It will comply with the school's assessment policy. Primary Languages will be assessed through summative and formative methods at the end topic. The French teacher will assess the child's achievement against the overall main learning outcome and end points and comment in the pupil's book. The teacher will assess every child as working below, developing, working securely, working above or at mastery level. This description indicates the child's performance against the learning expectations being taught in the year.
- Each child in KS2 will be given the opportunity to appraise his / her work and progress through filling in An Assessment for Learning (AFL) form at the start of each new French Topic. At the end of the topic they will traffic light statements for that topic. These are included in the pupils' French books.

Impact of Primary Languages Curriculum

- Primary languages is monitored by the subject leader/ specialist teacher and phase leaders in all year groups after each topic, through work scrutiny, pupil interviews and lesson observation to discuss learning and look at the impact. This is reported to the Headteacher and appropriate changes made.
- At St Joseph's, pupils achieve highly across the curriculum in English and Maths, the sciences, humanities, art, French and physical education and the use of transferrable skills is promoted.
- Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence and concentration.
- Children enjoy learning French. They are keen to attend lessons and like singing French songs, reading simple French stories and using the interactive computer software. They regularly comment on the fun they have during the whole school French Day.

Health and Safety

- All out of school activities comply with the guidelines in the school health and safety and educational visit guidelines.
- When engaged in field work and visits children are expected to behave in a considerate responsible manner showing respect for other people and the environment.

Equal Opportunities

In the study of primary languages, equal emphasis is given to both male and female roles within a community. The children focus on real lives and real families to avoid stereotyping. By teaching French, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Pupils with special educational needs and disability (SEND) are given support with reading and writing in the classroom and work is differentiated appropriately with a varied choice of pedagogy enabling all children to achieve their full potential.

COMMITTEE - CURRICULUM

Background Documentation

This document is a statement of the aims and strategies for teaching and learning modern foreign languages in St. Joseph's Catholic School Aldershot. It was developed by Madame Spiers in consultation with the Staff, Headteacher and Directors/Governors.

DATE OF APPROVAL:
September 2019

DATE OF REVIEW:
September 2022

Signed: Mrs D. McNeill
Headteacher

Dr Campbell McCafferty CBE
Chairman of Governors/Directors