



## LANGUAGES POLICY

Amendments made since last review Summer 2020 changed from creative policy to individual subject policies. Summer 2023 Policy amended to include 3 Is statements – Intent, Implementation and Impact	
Policy agreed / reviewed 10 <sup>th</sup> July 2023	Next review due Summer 2026
Signed on behalf of the Governing Body	Signed by headteacher

**Intent**

A high-quality languages education should foster children's curiosity and deepen their understanding of the world and of cultural similarities and differences. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop resilience in language learning skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

**Aims:**

- To foster an interest in learning another language and to make language learning fun.
- To become aware that language has a structure, and that this structure differs from one language to another, in particular focusing on phonics in the target language.
- To develop speaking and listening skills
- To gain enjoyment, pride and a sense of achievement.
- To explore and apply strategies to improve their learning.
- To explore cultural identities and to investigate similarities and differences.

**Implementation:**

Study of MFL (French) begins in Key Stage 2 and is taught once per week for 45 minutes across the Key Stage. Teaching follows the Janet Lloyd, Primary Languages Network scheme, which ensures coverage of the National Curriculum and provides support for all teaching staff, regardless of their level of confidence in the delivery of MFL. Planned coverage of vocabulary ensures that children are exposed to all key phonic sounds and are given the opportunity to manipulate language and build sentences (increasing in complexity) using a knowledge of grammar. The resources available for teaching also offer audio and video recordings so that children are exposed regularly to the voice of a native speaker. Lessons are designed to be progressive and build on prior learning, moving from word to sentence over the four years. In Year 6, the content allows for revisiting and consolidating prior knowledge. Children acquire language learning strategies for memorisation and retrieval and make use of bilingual dictionaries to decode unfamiliar language. In addition, they will make links between French and their own language and discover how language patterns differ in French. Teachers make use of songs, stories and rhymes to allow children to copy the sound of the language themselves.

## Broad Guidelines

-Through a variety of teaching methods, we teach the children to know and understand how to: ask and answer questions; use correct pronunciation and intonation; memorise words; interpret meaning; understand basic grammar; use dictionaries; work in pairs and groups, and communicate in the other language and look at life in another culture

-Our chosen language in school is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources. The lessons are delivered by school staff with the support of the Janet Lloyd Primary Languages Network resources, including a 'video to teach' scheme to support those less-confident members of staff.

-All children spend 45 minutes per week learning French.

-Our medium-term plans define what we teach and ensure an appropriate balance and distribution of work across each term.

-KS2 class teachers follow a weekly (short-term) plan, which is included in the scheme, for the teaching of languages. This lists the specific learning objectives and expected outcomes for each lesson and gives details of how the lessons are to be taught.

-Monitoring – the subject leaders will monitor MFL throughout the year using the following timetable

- Autumn term: Review linked to medium term plan, book scrutiny and data analysis
- Spring term: Review and data analysis against books and pupil interviews
- Summer term: Review and data analysis

## Impact

Children will be engaged and enjoy MFL lessons and evidence in workbooks will show that they complete tasks which covers all four areas (speaking, listening, reading and writing). Workbooks will travel through the Key Stage with children so that progress can be seen and allow children to use their previous work for reference. To enhance the impact on enjoyment and intercultural understanding, a French day is held at the end of each academic year to allow children to put what they have learned to use and to introduce the younger children in Key Stage 1 to language learning. Children will leave Longton Lane with a good foundation on which to build in Key Stage 3.