

Foreign Languages at Offley Endowed Primary School

Intent – through our teaching of Foreign Languages we aim to enable pupils to:

Develop the ability to recognise rules or patterns in a new language and relate it to existing knowledge of their own and other languages.

Gain a new perspective on the world whilst enhancing their understanding of their own cultural identities by contrasting them with those of others.

Further develop their spoken and written communication skills.

Lay the foundations for future languages study, developing 'language learning strategies' that can be applied to the learning of any language.

Implementation

National curriculum – breadth of study

Statutory guidelines in the National Curriculum (2014) define the breadth of knowledge that should be taught in schools. Pupils in Years 3-6 learn oracy (speaking and listening), literacy (reading and writing) and intercultural understanding.

Supporting Documents

The long-term plan provides a year on year overview of the topics covered across the school and ensures a balance as pupils move through key stage 2.

The progression of skills map details the expected development of knowledge, skills and understanding from year 3 to year 6 and is used to plan appropriate lessons, to set targets and to make accurate assessments.

Various French songs and texts are used alongside online resources.

Planning: French is taught through weekly lessons using a range of topics, enabling related vocabulary to be learnt in a meaningful way. The planning ensures that there is continuity and progression in skills and content across Key stage 2. Foreign language lessons include teaching and learning about other cultures, such as Easter in France. Pupils are assessed formatively each term using a series of statements based on the Languages Ladder (a national standard) in four strands of learning – speaking, listening, reading and writing.

Cross-curricular links:

PSHCE (intercultural understanding), Geography (countries where French is spoken, different towns and areas in France), Computing (various uses of technology), Art & Design (Rousseau, Matisse), Music (Saint-Saëns, le carnaval des animaux).

Learn, immerse, communicate

Speaking and listening tasks involve listening carefully and recognising sounds and combinations of sounds from a variety of authentic sources, responding with increasing confidence, fluency and spontaneity. Where possible, we aim for pupils to 'learn, immerse, communicate'. Joining in with songs enables them to practise the sounds of the language, improving pronunciation. Pupils also take part in conversations, respond to instructions and express opinions in the target language. In **reading and writing** tasks pupils learn grapheme-phoneme correspondences and vocabulary directly taught and consolidated in a variety of ways. Basic grammar – masculine and feminine forms and conjugation of verbs – is taught. Texts help to show the structure of the target language. Pupils read, write and copy familiar words and phrases in context, including use of a bilingual dictionary and write sentences from memory or based on a model. In **intercultural understanding** tasks, pupils learn about life in France, social conventions and celebrations.

Where possible, we integrate language learning into everyday school life, with pupils in year 1 answering the register in a range of languages and teachers, teaching assistants and children using and experimenting with their knowledge of different languages when the opportunity arises. An annual French Day in July enables pupils and staff to apply and practise their skills, with key stage 2 pupils guiding and encouraging EYFS and key stage 1 pupils.

We are twinned with Ecole Primaire Jacquemin in Thomery. It is a similar school to Offley, in a village about 70 kilometres south of Paris. Year 6 skype with, write to and receive letters from pupils there.

We also hold a 'languages week' during which pupils, relatives of pupils, staff and governors talk to pupils about their languages and cultures. We also celebrate the languages spoken by our pupils, their families and the wider community with a permanent corridor display.

Impact – determines to what extent the intent of the programme has been achieved.

How will we know we have achieved our aims?

Pupils enjoy foreign language learning and communicating in the target language and their confidence and willingness to 'have a go' develops.

Pupils show an awareness of the similarities and differences between people and appreciate cultural diversity.

Pupils develop curiosity about language and become creative in experimenting with it.