

## **Foreign Language statement**

### **Intent**

Learning a foreign language is an essential part of being a member of a multi-cultural society. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures. We endeavour to instil attitudes of respect, tolerance and curiosity about languages within our pupils and to deepen their understanding of the world.

It is our intent that through teaching our chosen subject - French, the primary language curriculum at Rushey Mead Primary School should foster a love of language learning and provide children with the necessary skills, knowledge and understanding in order to express their ideas and thoughts in a language other than their own. The curriculum is inclusive so that children of all abilities and needs feel confident engaging in spoken French, develop skills in reading, listening and writing (with a particular emphasis on the teaching of phonics) and children will also experience a varied selection of high-quality literature. It is designed to give all learners the opportunity to access the learning of an additional language.

It is vital that primary language education creates a firm foundation of learning to give children a flying start in KS2 and prepare them for further successful study in KS3 and beyond. We believe that our pupils should recognise the importance of languages in their future, equipping them to study and work in other countries.

Languages are at the centre of Rushey Mead Primary School due to over twenty different languages being spoken by our community including: Gujarati, Hindi, Punjabi, Slovakian and Romanian and we strive to celebrate this wealth of cultural diversity within school.

### **Implementation**

The implementation of French teaching at Rushey Mead is organised by a clear scheme of work which is in line with the National Curriculum and is supported by the Catherine Cheater, Cave Languages and Physical French Phonics scheme to ensure the curriculum is ambitious and enables substantial progress to be made by the end of Key Stage 2.

French is taught in years 3-6 by a designated teacher as part of our curriculum enrichment programme. Lessons are fortnightly for 50 minutes. The teacher follows the sequence of lessons devised and adapted from these schemes to suit the needs of our pupils covering a wide variety of topics and themes. Due to the

legacy of language teaching in recent years and the impact of Covid 19 on the provision of French within the school, sessions within years 4-6 are currently primarily focussed on the year 4 content of the scheme. Year 6 are consolidating their prior knowledge of the curriculum with further opportunities to take their learning forwards by developing their conversational skills and knowledge of key vocabulary of familiar and routine matters to prepare them as fully as possible for the transition to secondary school.

Lessons are dynamic and varied with a range of different activities throughout each lesson to suit the range of preferred learning styles. Children are encouraged to develop their speaking and listening skills in every lesson through conversational work, games, songs, rhymes and stories to interest and engage them. Traditional tales and other well-known stories are utilised in order to predict vocabulary and deduce meaning of unfamiliar words. Vocabulary, phonics, grammar and sentence structure are taught through a variety of methods to ensure that pupils' knowledge and confidence grows. Work is recorded through structured worksheets with writing frames, pictures, labelling, reference material and self-assessment tools. Knowledge Organisers of topic vocabulary and Phonics charts are used to support the stickability of new phonemes, graphemes, words and phrases, they serve as an aide memoir for future sessions and are used as a practice tool. These worksheets are stuck into French exercise books that the children keep throughout Key Stage 2 to help monitor progression and also serve as valuable reference material. Pupils regularly look back at prior learning to help them embed their knowledge and support their journey moving forwards.

Every child is given additional opportunities to consolidate their learning through the use of 'Practice Parcel' sessions with their class teachers in between French sessions. These interactive PowerPoint Presentations enable children to revisit learning from previous lessons in fun and engaging ways and have been designed so non-specialist teachers feel confident to use them.

Parents and pupil are also signposted and encouraged to use to a variety of online practice tools to help foster passion for language learning and facilitate the secure acquisition of the content covered during lessons.

There are many opportunities for the children to develop their intercultural understanding throughout the curriculum during specific French lessons and also during our International schools' week. During this exciting week, pupils engage in learning traditional French dances, playing petanque, tasting French food, looking at famous French artists and recreating well-known pieces of artwork, broadening their understanding of where French is spoken around the world, listening to and appreciating music from classical French composers and working collaboratively to make models of famous French landmarks.

The aim is that as the curriculum becomes more embedded within the school and the pupils learning, pupils will access the Language Curriculum according to the expectations set out by the National Curriculum for their specific year group.

### **Pupils are taught to:**

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
5. present ideas and information orally to a range of audiences
6. read carefully and show understanding of words, phrases and simple writing
7. appreciate stories, songs, poems and rhymes in the language
8. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
9. write phrases from memory, and adapt these to create new sentences, to express ideas clear
10. describe people, places, things and actions orally and in writing
11. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.

### **Curriculum Impact**

Assessment criteria developed by Sue Cave, in line with national curriculum aims, are used to support formative assessment strategies to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate. The children are given regular opportunities to self-assess and are encouraged to act on their reflections with follow up practice. Every child completes a google forms summative assessment at the end of the summer term to further identify strengths and areas for improvement. This data is analysed and key findings are acted upon so that future planning addresses any identified gaps.

Pupil Voice is also used to further develop the MFL curriculum, through questioning of pupils' views and attitudes to learning a language. Pupil interviews are conducted and a Pupil voice google form is completed too.