

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The National Curriculum (September 2013) page 193

### **Our rationale**

At Airedale Junior School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, promotes global citizenship and encourages them to understand their own cultures and those of others.

Primary Languages teaching at Airedale Junior School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Foreign language learning has now become part of the National Curriculum from Key Stage 2 onwards. At Airedale, we follow Wakefield language scheme 'La Jolie Ronde' (written by Rachel Redfearn) and other teaching approaches including 2 Simple French.

### **Aims: Intent**

The aims of Primary Languages teaching at Airedale are to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing.

### National Curriculum and Subject Content: Implementation

The children will learn to

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 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;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### MFL Curriculum Map

Year 3	Unit 1 Bonjour	Unit 2 En Classe	Unit 3 Mon Corps	Unit 4 Les Animaux	Unit 5 La Famille	Unit 6 Bon Anniversaire
Year 4	Unit 7 Encore	Unit 8 Quelle Heure Est- il ?	Unit 9 Les Fetes	Unit 10 Ou Vas-tu ?	Unit 11 On Mange	Unit 12 La Cirque
Year 5	Unit 1 Salut Gustave!	Unit 2 A L'ecole	Unit 3 La Nourriture	Unit 4 En Ville	Unit 5 En Vacances	Unit 6 Chez Moi
Year 6	Unit 7 Les Week- end	Unit 8 Les Vetements	Unit 9 Ma Journee	Unit 10 Les Transports	Unit 11 Le Sport	Unit 12 Un Va Faire Le Fete

## **Teaching and Learning Primary Languages**

At Airedale we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of French whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning. There are three main contexts in which language teaching and learning take place.

### **1. Languages lessons**

In Key Stage 2, children are taught specific skills, concepts and vocabulary in dedicated lessons by the class teacher or HLTA. Whether through shorter, more frequent sessions or one longer lesson, language learning should amount to one hour per week. Ideally, if one longer lesson is chosen, opportunities should be taken for reinforcement during the week.

### **2. Languages embedded into other lessons**

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

### **3. 'Incidental' language**

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants a school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

## **Planning and resources**

Primary Languages is planned following the guidelines outlined in Curriculum 2014. The school uses the Rigolo 1 and 2 scheme. This uses flash cards interactive activities,

worksheets and a virtual teacher to fully support children's learning in line with the National Curriculum. Using Rigolo 1 in lower school and Rigolo 2 in upper school ensures that there is continuity and progression in both skill and content across all classes and year groups. Teachers and teaching assistants collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school. The Primary language resources are added to each year, after the Subject Leader audit. The curriculum will also be supplemented with an additional scheme of work when this becomes available.

### **Monitoring and evaluation: Impact**

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, and display audits alongside data analysis. This enables the MFL leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in French across school.

### **Assessment**

#### **Assessment should:**

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

Class teachers are responsible for recording achievement of children working below at, or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in French and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils progress. The school MFL Leader monitors progress through the school by sampling children's work at regular intervals.

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