Clee Hill Community Academy

Languages Policy

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Overview:

At Clee Hill Community Academy, we see language learning as a key way to broaden the horizons of our pupils and develop their curiosity about languages and countries where languages other than English is spoken. The main language that is learnt at our school is French.

Aims:

We aim to enable KS2 pupils to develop their language learning skills within a safe environment where they can learn alongside each and appreciate the importance of 'having a go' when practising and developing oral skills. We encourage them to learn from each other through participation in explicit discussions of ways they can improve their language learning skills as part of their growth mindset approach to learning. Our aim is for these skills to be transferable to future language learning that our pupils may experience whilst also developing a bank of vocabulary and grammatical structures in French and developing their curiosity about daily life in French-speaking countries.

We aim to develop the three core strands of language learning for al pupils:

- Phonics
- Vocabulary
- Grammar
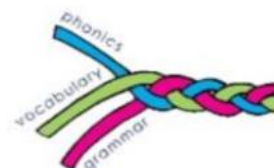
Curriculum- Planning and Progression:

Lessons are planned using aims and attainment targets from the National Curriculum for Languages (Appendix 1) using Rachel Hawkes' scheme of learning for French for KS2 pupils. https://www.rachelhawkes.com/Resources/KS2Lang.php

We have incorporated this into rolling programmes for our mixed age classes in KS2 from Autumn 2024 and aim for this to be fully implemented by Autumn 2026.

	Cycle A Autumn 2024 (1st Year)			Cycle B Autumn 2025 (2nd year)		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Class 3 (Year 2/3)	Year 3/4 Rouge Autumn	Year 3/4 Rouge Spring	Year 3/4 Rouge Summer	Year 3/4 Rouge Autumn	Year 3/4 Rouge Spring	Year 3/4 Rouge Summer
Class 4 (Year 4/5) 2024-26	Year 3/4 Rouge Autumn	Year 3/4 Rouge Spring	Year 3/4 Rouge Summer	Year 3/4 Jaune Autumn	Year 3/4 Jaune Spring	Year 3/4 Jaune Summer
To become: Class 4 (Year 4/5) 2026-28	Year 5/6 Vert Autumn	Year 5/6 Vert Spring	Year 5/6 Vert Summer	Year 3/4 Jaune Autumn	Year 3/4 Jaune Spring	Year 3/4 Jaune Summer
Class 5 (Year 5/6) 2024-26	Year 3/4 Rouge Autumn	Year 3/4 Rouge Spring	Year 3/4 Rouge Summer	Year 3/4 Jaune Autumn	Year 3/4 Jaune Spring	Year 3/4 Jaune Summer
To become :Class 5	Year 5/6 Vert Autumn	Year 5/6 Vert Spring	Year 5/6 Vert Summer	Year 5/6 Bleu Autumn	Year 5/6 Bleu Spring	Year 5/6 Bleu Summer

	(Year 5/6) 2026-28						

By Autumn 2026, Rachel Hawkes SoW should be fully implemented and LTP for KS2 will be:

	Cycle A Autumn 2026 (3rd year)			Cycle B Autumn 2027 (4th Year)		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Class 3 (Year 2/3)	Year 3/4 Rouge Autumn	Year 3/4 Rouge Spring	Year 3/4 Rouge Summer	Year 3/4 Rouge Autumn	Year 3/4 Rouge Spring	Year 3/4 Rouge Summer
To become: Class 4 (Year 4/5)	Year 5/6 Vert Autumn	Year 5/6 Vert Spring	Year 5/6 Vert Summer	Year 3/4 Jaune Autumn	Year 3/4 Jaune Spring	Year 3/4 Jaune Summer
To become: Class 5 (Year 5/6)	Year 5/6 Vert Autumn	Year 5/6 Vert Spring	Year 5/6 Vert Summer	Year 5/6 Bleu Autumn	Year 5/6 Bleu Spring	Year 5/6 Bleu Summer

The SoW draws on key recommendations from the pedagogy review and the Ofsted languages research report, which highlight the three key knowledge strands phonics, vocabulary, and grammar. It also exploits everyday and rich cultural contexts to build confident communication in the new language and encourages them to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between the new language and any heritage languages our children have, and English.

The overall curriculum plan for KS2 French has have the following design:

The three strands

- **phonics and grammar** repeat in Y3 & 4 and then again in Y5 & 6
- **vocabulary** varies (so that lessons themselves are different)

Time allocation (realistic yet optimal)

- a 30-minute lesson every week
- follow ups (suggested mini follow ups x4 of 5 minutes, 1 of 10 minutes)
- 60 minutes per week in total

The SOW is based on 38 teaching weeks including assessment weeks.

We foresee an average of 4 new words learnt per week; this informs the total vocabulary of around 512 words over the four-year course.

Word selection is informed by frequency (i.e., with a vast majority of words chosen from the most common 2000 words) but with age-appropriate concrete nouns and core sets of language (e.g., classroom items, numbers, days, months).

Overall, this is around 80% words from the most common 2000 words. (Note: the new GCSE requirement is for 85% words to be selected from the most common 2000).

The SOW includes a structured, systematic revisiting schedule for all vocabulary, which follows this pattern: Words introduced, Revisit 1 (+3 weeks), Revisit 2 (+9 weeks), additional incidental recycling of words, inclusion in assessments.

Once the revisiting schedule is in full swing, pupils revisit between 15-21 words each week, in addition to their new learning.

Each lesson is based primarily around a PowerPoint presentation which includes a native speaker modelling the target language. Lessons include opportunities for pupils to learn and apply their language learning across the three strands.

Through a variety of multi-sensory approaches, children work to develop listening, speaking, writing and reading skills. Gesture, repetition, visual resources and modelling are key to successful development of skills and are a core focus in language lessons.

In addition to these lessons, we have half-termly reading miles days where links are often made to other languages spoken in chosen countries with some additional language learning activities taking place as appropriate.

SEN:

All our KS2 children are involved in language lessons.

Support is given to pupils as necessary to enable them to be involved in lessons. This support is guided by the needs of each individual pupil. For further information about this, please read the document 'Languages and SEN' on our website.

Links to reading:

As part of language learning, children are taught French phonemes and pronunciation rules and are encouraged, through modelling, to use these skills to read familiar words and phrases in French.

Pupils also see a range of texts in the target language, including a collection of French fiction books.

They read information about aspects of life in France; from websites and non-fiction texts.

In class 4, they have further opportunities to do this in work in Geography about France.

PSHE, Equality and British Values:

Pupils are encouraged in all lessons to be respectful and tolerant towards each other and to others. They will learn about a range of different celebrations that take place in France and other French speaking countries. They have will have opportunities to select vocabulary of their choice when relevant, taking responsibility for their learning.

Monitoring and Assessment:

Pupils' written work in lessons in marked in pink, green and yellow highlighters in accordance with the school's marking policy in English. Older pupils use pink and green to self-mark work. Children respond to this feedback and edit their work using green pens.

Regular oral feedback is given during lessons. Most feedback given to pupils is in English and is oral. Children are made aware of ways in which they can improve their work so they can take next steps in their learning. Some feedback in the form of praise is given in French.

Work in French can be monitored through:
- Monitoring of planning – stored centrally
- Book trawl/ study of completed written work
- Discussion with staff
- Pupil voice questionnaire/discussion

At the end of each term, assessments are built into the SoW.

Results and feedback from monitoring is used to inform action planning .

Appendix 1

Languages

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims 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 want to 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 the variety of grammatical structures that they have learnt

▪ discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught 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 (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.

The starred (*) content above will not be applicable to ancient languages.