



Languages Policy

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Reviewed: Annually



Overstone Combined School

Languages Policy (French)

At Overstone we believe that the learning of an additional language provides a valuable educational, social and cultural experience for children. We aim to instil a love of language learning and an awareness of other cultures through high-quality languages education, fostering our pupils' curiosity and deepening 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 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, enabling our pupils to study and work in other countries.

Aims and objectives of Language Education at Overstone Combined School

The aims and objectives for learning a language at Overstone Combined School are:

- to foster an interest in learning other languages;
- to introduce children to another language in a way that is enjoyable, fun and accessible to all pupils;
- to stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- to make pupils aware that language has structure, and that the structure differs from one language to another;
- to help pupils develop their awareness of cultural similarities and differences;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

Speaking and Listening

Over their time at Overstone Combined School, the children will:

- listen carefully and recognise sounds and combination of sounds which are similar to, or different from, those of English;
- understand and respond with increasing confidence, competence and accuracy in a range of situations;
- be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions;
- join in songs, rhymes, stories and raps which will enable them to practise the sounds of the language in an enjoyable way.

Reading

The children will be given opportunities to:

- read the majority of common phrases and words taught;
- read individual words, phrases and sentences to gain awareness of the structure of a written language and begin to learn the grapheme-phonetic relationships;
- read stories and rhymes for enjoyment and to practise pronunciation and consolidate understanding through repetition in a wider context.



Writing

Over their time at Overstone Combined School the children will learn to:

- experiment with the writing of simple words and phrases;
- write a sentence following a model but changing one or two words;
- create their own sentences using support materials, e.g. a sentence frames, words banks;
- write sentences and short texts independently and from memory.

Curriculum and school organisation

At Overstone Combined School our chosen foreign language is French.

In Key Stage 1 learning languages will take place through exposure to world events, learning vocabulary related to topics, games and songs, giving the children a starting point and familiarity with the language.

In Key Stage 2 French is taught weekly. Teachers use Kapow French Scheme. Children are taught specific skills, concepts and vocabulary in a dedicated French lesson. The curriculum that is followed is based on the guidance given in the revised National Curriculum programmes of study. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role play, language games and language detective work and involve a range of activities with lots of interaction with auditory and visual prompts. Progression takes the form of increasingly demanding grammatical structures and the children are gradually asked to respond to longer pieces of French. New vocabulary is usually presented orally at first, followed closely by presentation of pictures and the written word, re-enforcing the grapheme-phonetic relationships. Children are encouraged to experiment with writing alongside becoming confident responding orally.

Curriculum management

The French subject leader will facilitate the development of French in the following ways:

- by managing the implementation of the French Policy
- by updating the policy and scheme of work
- by ordering/updating/allocating resources
- by keeping staff abreast of new developments, supporting staff in the delivery of the curriculum and providing training for staff, as necessary
- by attending appropriate courses to update knowledge of current development
- by liaising with feeder and or receiving schools

Assessment, Recording and Reporting

Most assessment is formative, it is recorded in class floor books and is used to support teaching and learning and to inform future planning. Assessments are based on observation of children working on different activities. Children's progress is assessed as to whether children are working at/above or below the expected level and it is recorded termly on Target Tracker. Progress and attainment are reported at parents' evenings.

Subject Leader Assessment and Monitoring

Monitoring is carried out by the Subject leader. The following methods may be used:

- informal discussions with staff
- seeking pupils' voice through interviews and questionnaires



- learning walks to assess pupil involvement and teachers' confidence in delivering the curriculum
- analysing pupils' progress on Target Tracker, identifying pupils working below expectations

Equality of opportunity

All pupils, regardless of race, race or ability shall have the opportunity to develop their French capability. The school promotes equal opportunities and fairness of distribution of resources. Mixed styles of pairings and grouping are used to optimal advantage depending on the activity. The school recognises the motivational advantages of the use of French by children with special educational needs.