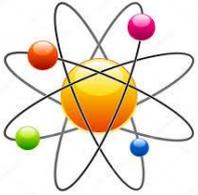




LANGUAGES CURRICULUM POLICY 2021-22

			
English	Mathematics	Science	Religious Education
			
Relationships, Sex and Health Education	History	Geography	Languages
			
Music	Art and design	Design and technology	Computing
			
Physical Education	Personal, Social and Health Education		

Introduction

This policy sets out the principles on which we base our practice and reflects the requirements of the 2014 National Curriculum.

Policy development statement

This policy was developed by the languages coordinator, in consultation with staff, pupils and governors.

VISION

Through a well-sequenced and well-structured, cumulative languages curriculum, children will become confident linguists, broadening their minds to the wider world. The exposure to another language and culture will encourage tolerance and respect for others' values and beliefs. New Haw linguists recognise the worth of other languages and the skill that comes with learning another language.

The structure of our curriculum enables for broad, deep and relevant knowledge that is in line with National Curriculum guidance; moving from spoken word to phrases and then to written statements and questions. The topics taught throughout the school year are purposeful and encourage a love of language. Teaching makes links with how French has influenced the English language and culture to make learning relevant for the children. Our curriculum encourages the use of a kinaesthetic approach to allow the children to fully immerse themselves in their learning. Amongst other things, this consists of singing, acting and role playing which should make modern foreign language accessible to all abilities.

Children will be given opportunities to take risks with language whilst also being encouraged to show resilience about the outcomes.

CURRICULUM DESIGN

Curriculum Map

Unit Overview	Term 1	Term 2	Term 3
Year 3	Pourquoi Francais? (Why French) Numbers Alphabet Days Months	Moi (All About Me) On fait la fête (Celebrations)	Portraits (My body) Le Carnaval des Animaux (Carnival of the Animals)
Year 4	Pourquoi Francais? (Why French) Revision Ma Famille (People and Jobs)	On y va (All aboard) L'argent de poche (Pocket money)	Vive le Sport! (Long Live Sport) Quel temps fait-il? (What's the weather like?)
Year 5	Pourquoi Francais? (Why French) Revision	On the way to school A la plage (Beach scene)	Les instruments de musique (I am the music man)

	Les aliments en Français (Healthy eating)		Les quatre saisons (The 4 seasons)
Year 6	Pourquoi Français? (Why French)	Notre école (Our school)	Quelle temps est il? (What time is it?)
	Café	Ici et là (Out and about)	Notre monde (Our world)

Rationale

The MFL curriculum at New Haw is designed to develop children's confidence, knowledge, skills and vocabulary of the French language, by allowing regular opportunities for interaction and application. Topics are chosen based on their relevance to the children's lives, allowing them to engage in language learning that is of interest to them. In line with the National Curriculum, the New Haw curriculum progresses from spoken words to phrases to written statements and questions to conversations. Children are exposed to a range of approaches in lessons including: songs, rhymes, stories and games. French lessons allow for growth of the children's cultural understanding.

Topics are revisited as the children progress through the year groups and great care is taken to ensure that the children make and build on connections with prior learning. Regular revisiting aids this further, for example daily registration time is used to reinforce vocabulary already learned.

By the time the children reach the end of Year 6, they have secure foundations in vocabulary, grammar and written skills that will support them in continuing their study of languages at key stage 3. They will be able to understand and hold short conversations in French in familiar topic areas. Their vocabulary will include a range of adjectives and verbs that can be widely applied across topics. They will be able to express personal preference in the target language, and will be able to ask questions and understand the response. Children will be able to listen to, read and understand short passages. This will also be reflected in their written work, in which they will be able to construct simple sentences that show consideration of the grammatical changes that are required in French.

Assessing progress

At New Haw we have carefully considered what it means to 'get better' at languages. Please see the progression grids attached at Appendix A.

Assessment at New Haw is continuous. Low-stakes checks, for example, are built into many lessons to ensure that children know and remember more.

Delivery

In all year groups, children are taught French by a qualified teacher or, in some instances, a native speaker. At New Haw, teachers are provided with regular CPD opportunities, designed to increase their subject knowledge. Teachers use a variety of teaching strategies, resources and stimuli in order to develop the children's knowledge in a way that is engaging, motivating and inspiring to pupils.

Enrichment

Languages lends itself to a wide variety of enrichment opportunities. At New Haw, we provide extra-curricular opportunities to learn a new language through after school clubs. In Year 6, children take part in a French café, utilising their language skills in a real-life setting.

In addition, we take a whole-school approach to celebrate International Day, immersing the children in numerous languages and cultures throughout the day, with the help of our local secondary school.

Inclusion

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete tasks etc. In addition, they will consider appropriate accessibility for educational trips and visits.

Monitoring impact

The languages coordinator, in conjunction with year teams, carries out regular monitoring of the subject, including pupil voice interviews, work-sampling, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and identified key priorities form the basis of coordinator action plans. These then feed into the school development plan.

Coordinator

The languages coordinator at New Haw is Sahnya Razaq.

Review

This policy was last reviewed on 6th July 2021, and will be reviewed again in summer 2022.

PROGRESSION ACROSS STRANDS

STRAND	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Understand and respond to familiar spoken words and short phrases</p> <p>Understand what the term cognate means</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Understand and respond to a range of familiar spoken words and short phrases</p> <p>Begin to identify cognates</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversations</p> <p>Understand the main points of a short spoken passage made up of a few familiar words and phrases</p> <p>Identify cognates and begin to determine their meaning using prior knowledge</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation</p> <p>Understand a short passage made up of familiar words and basic phrases</p> <p>Identify cognates and determine their meaning using prior knowledge</p>
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Say familiar words and short simple phrases, using understandable pronunciation</p> <p>To recognise and understand questions</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating</p> <p>Perform short role plays on one topic, with several exchanges and secure pronunciation</p> <p>To begin to ask questions using the question stems; Qui? (Who) Qu'est-ce que? (What) Ou? (Where)</p>	<p>Ask and answer questions on the current topic</p> <p>Say some short phrases independently (without written support) within a familiar topic</p> <p>To ask questions using the question stems; Qui? (Who) Qu'est-ce que? (What) Ou? (Where) Pourquoi? (Why) Quand? (When) Comment? (How)</p>	<p>Engage in short scripted conversations</p> <p>Speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentences</p> <p>Ask and answer simple questions on a few very familiar topics</p> <p>Use a range of questions and statements spontaneously to seek</p>

	beginning with the stem; Qui? (Who) Qu'est-ce que? (What) Ou? (Where) Pourquoi? (Why) Quand? (When) Comment? (How) Quel/Quelle? (Which)	Pourquoi? (Why) Quand? (When) Comment? (How) Quel/Quelle? (Which)	Quel/Quelle? (Which)	clarification and help
Reading	Begin to recognise written vocabulary/single words Begin to recognise written phrases	Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.	Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic Read short passages and answer questions on what they have read.	Practice reading longer texts aloud, containing taught phrases and vocabulary Understand a short text made up of short sentences with familiar language on a familiar topic
Writing	Copy simple vocabulary Write some single words from memory, with plausible spellings	Write simple words and several short phrases from memory Use correct spellings	Begin to use dictionaries to find the meaning of unknown words and to translate own ideas Write words, phrases and short simple sentences from memory with correct spellings	Adapt taught phrases to create new sentences Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling
Grammar	Use indefinite articles in the singular with masculine and feminine nouns Use the high-frequency verb forms (I have, it is, there is/are)	Use indefinite and definite articles with singular and plural nouns Use prepositions of place and sequencers	Use all persons of several regular verbs in the present tense (with the support of a frame)	Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences

