



Languages at Lower Heath CE Primary School

Intent	
Our languages philosophy is...	<p>At Lower Heath, we believe that 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.</p> <p>Our languages curriculum is designed to provide a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills; including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language; French. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.</p>
Implementation	
The curriculum for this subject area is designed using...	<p>Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.</p>
Curriculum coverage in this area is progressive. We ensure this by...	<p>We use our school-specific French Progression Framework to ensure that each area of learning is progressive from Years 3 to Year 6. To ensure that language skills are developed and sustained, the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets.</p>
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...	<p>The French Progression Framework outlines the skills, vocabulary and content to be built upon by each year group. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential. Topics are on a 2-yearly cycle and so children encounter new topics as they progress through Key Stage 2 with opportunities to embed and apply the vocabulary and grammar previously learned to new topics.</p>
This subject links with the rest of our curriculum by...	<p>Where possible, we try to link some of the termly languages focus with other areas of the curriculum, such as art; incorporating French artists, geography; learning about European culture and customs and history; learning about Remembrance in French. This can be more clearly identified within our 2-year planning cycle and topic webs.</p>

Different year groups, and different abilities within a class, are catered for by...	Through success criteria, learning objectives are differentiated to meet the needs of all learners, and to meet the needs of children in a mixed-age class. By following the French Progression Framework, it is possible to ensure that different abilities and age groups are catered for. In each lesson, there are opportunities for retrieval, recall and 'over learning' to support children to access previous learning and embed knowledge and skills. Differentiation may be by: levels of support, complexity of grammar taught, in the amount of vocabulary children are exposed to in a session or in the type and complexity of responses: verbal or written.
Trips, visits and the local community support this subject by...	In September, we celebrate the European Day of Languages with a day of celebration and sharing of our learning across the school. We are fortunate to attend language learning events at our local trust secondary. In addition, we regularly use technology within lessons to enable children to experience listening to native speakers as well as experiencing the culture and geography through the use of films and apps.
The subject is assessed by...	The school is working toward effective progress across the four years of KS2. Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit, as at/above/below the expected standard. We use a range of assessment tools including a phonics and grammar tracker and assessment statements for the DfE Attainment Target for each year group.
The subject is monitored through...	Scheduled languages monitoring sessions; with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks, pupil voice and analysis of data.
Staff development in this subject includes...	Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with language specialists within the trust secondary schools. The Primary Languages Network also provides training both on its website through structured language modules or face to face on request; all staff can access this.
Impact	
In French books, you will see...	A celebration of children's language learning; each child records their language learning journey in a book that travels with them throughout KS2. In Lower Key Stage 2, more emphasis is placed on spoken language and so learning will be evidenced in both sound and video recordings in children's folders. As children become more confident with language, written work is recorded in books with key vocabulary and grammar lists to aid learning as well as activities and photographs which reflect learning. Where work is documented in a book, there will be a clear learning objective linked to the progression documents, and children will be given success criteria which will help them to meet their objective.
What is the impact of our French curriculum?	Our languages curriculum will ensure that all pupils will develop key language learning skills set out by the National Curriculum as well as a love of languages and learning about other cultures. Our children will leave with the confidence, enthusiasm and readiness to continue their language learning journey as they transition into KS3.