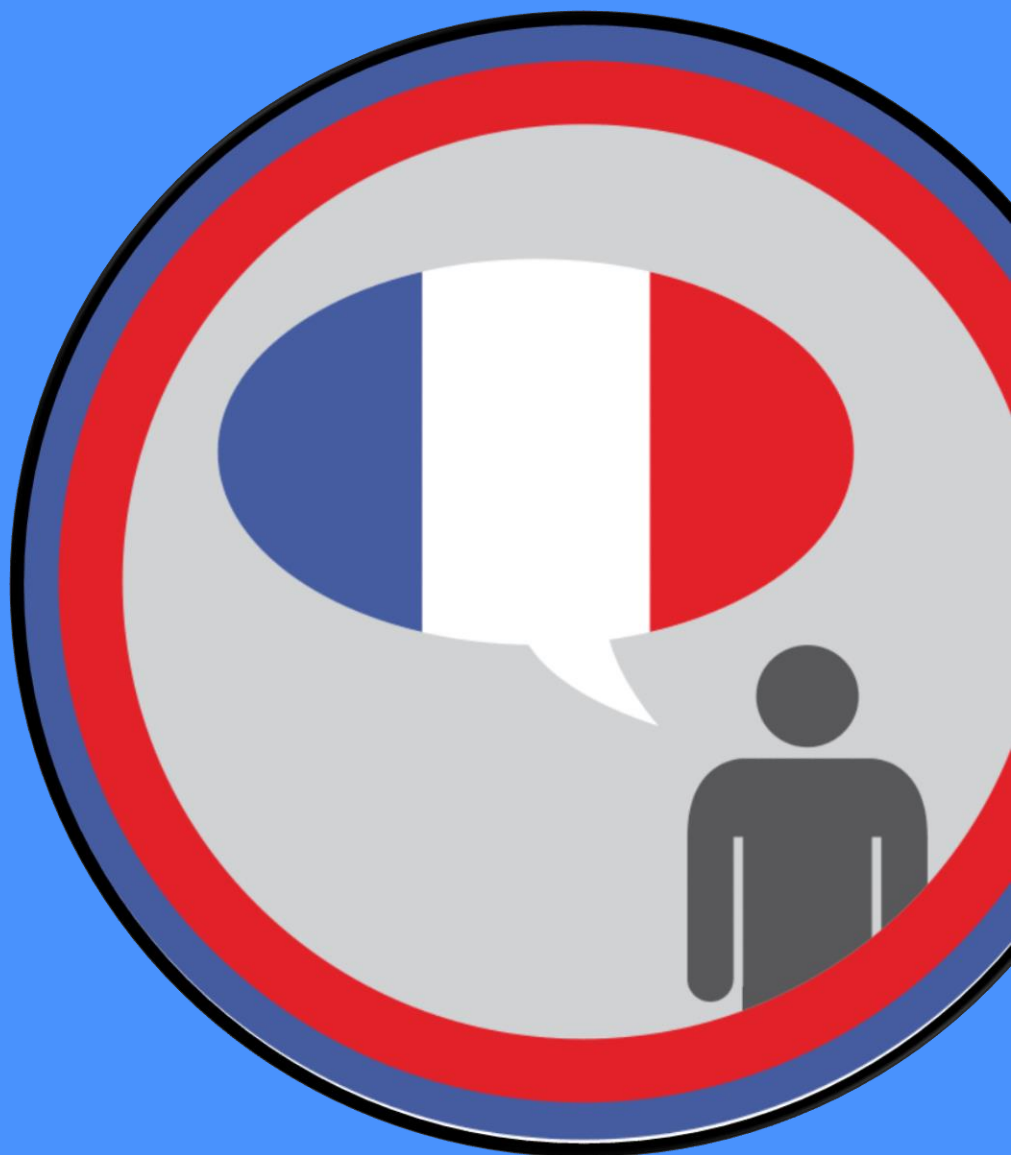

LANGUAGES



PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

LANGUAGES

INTENT



At Portswood Primary School, we encourage all children to **communicate** more effectively with others and to develop an **interest** in learning languages. The language taught is French and we also strive to **celebrate** our children's home languages and the cultures of other nations. This helps all children appreciate what it is to be a **global citizen** in today's world.

Language learning provides **exciting** opportunities for children to be **actively** engaged in a range of **creative** and **real life** language activities. EAL and bi-lingual pupils have the opportunity to be language experts

Our **aims** for Languages **reflect** the aims of the **National Curriculum**. Pupils should:

- **Understand and respond** to spoken and written language
- **Speak** with increasing **confidence**
- **Write** for different purposes

LANGUAGES

INTENT



French lessons are designed to develop the **building blocks** of learning a language (phonics, grammar and vocabulary.) Children **apply** language in a range of different **creative** scenarios and themes. Lessons have a strong emphasis on **active learning, participation** and **co-operation which all develop social skills**. A 'can do' attitude is encouraged and children develop **language learning strategies**. This helps them to **enjoy the challenge** and **celebrate learning outcomes**.

It is our intention to introduce children to language learning in a way that is **enjoyable** and **challenging** so they develop a mastery of skills which can be **transferable**. This fosters a sense of **achievement**, ensuring every child **succeeds** and will lay the **foundations for future** language learning.



LANGUAGES IMPLEMENTATION



All children in KS2 have regular language lessons with their class teacher. These may be taught as weekly lessons or as smaller inputs throughout the week. This is important as lots of repetition and over learning is required to be able to learn a language. Language learning at Portswood Primary School follows the principle of 'doing a lot with a little' and building on what learners already know. Small steps lead to big changes and learning outcomes are celebrated.

Teaching is whole-class based, supported by appropriate differentiation. Pupils will experience working independently, in pairs or in small groups and will also have opportunities to present and perform to an audience. This allows the skills of communication and co-operation to be promoted, as well as allowing EAL/bi-lingual pupils to demonstrate their strengths.



LANGUAGES IMPLEMENTATION



In years 3 and 4, we use the Catherine Cheater French Scheme of Work which provides plenty of opportunities for children to enjoy their early years of learning French. Throughout the year, listening, speaking, reading and writing skills are developed, as well as language learning strategies, knowledge about language and intercultural understanding.

In years 5 and 6, learning builds on the vocabulary, grammar, skills and strategies learnt in years 3 and 4. We follow the LCP Primary French Scheme of Work which allows for more application of the language with opportunities to make some cross-curricular links. Once language and skills are secure, lessons may be blocked to allow time for application in creative and engaging projects.



LANGUAGES IMPLEMENTATION



Both these schemes have interactive resources with native speakers to support the non-specialist class teachers in developing accurate use of phonics and pronunciation. All lessons have useful links to quality visual and audio resources to support teachers with their delivery of lessons.

Pupils are taught how to use of a range of resources to promote engagement and independence in their language learning. These include, for example, language organisers, word banks, bi-lingual dictionaries and online word references.

Children have a French work book which goes with them as they progress through Key Stage 2. This book is used to record key vocabulary and make notes of grammatical rules and structures. It is also a log of their language learning journey and a celebration of their progress. As pupils progress through the school they are encouraged to refer back to previous language learning, activating prior knowledge, which can then be developed and built on.

Opportunities for developing languages are also encouraged in the Early Years and Key Stage 1. The development of communication and social skills are a key focus and home languages are valued and celebrated.

Multilingual books, stories and songs are shared with all children. Children in year 2 are given a brief introduction to learning French before they start their language learning journey in Key Stage 2.



LANGUAGES IMPLEMENTATION



French lessons are designed to develop the building blocks of learning a language. Long Term Curriculum planning for French is created so that vocabulary, skills and strategies are taught and revisited over the four years.

Key vocabulary such as greetings, numbers, colours, asking and answering questions, days and months of the year are learnt in the first two years of language learning. They are continued, built upon and applied in different contexts in years 5 and 6.

The LTP covers the Languages programmes of study: key stage 2. The focus of study is on practical communication. 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 phonics, grammatical structures and vocabulary.

Subject – KS2 Languages						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	Greetings, classroom phrases, colours, <i>je m'appelle</i> numbers 1,2,3,	Numbers 4,5,6 <i>Joyeux Noel</i>	Alphabet Vowels /consonants Numbers 7-10 <i>Adverbs vite/ lentement</i>	Classroom objects <i>Qu'est-ce que c'est?</i>	Simple clothes, days of week, numbers to 20	Revision days Numbers to 30 Speech marks in texts
Year 4	Revision greetings, numbers, colours. Asking questions. Masculine animals	Feminine animals Building sentences, rules for agreement <i>Joyeux Noel</i>	Months Revision making a sentence New sentence starters	Questions and answers. <i>Qui?</i>	Clothes, counting, French towns, questions & answers	What is the date? Happy birthday Word classes, dictionary skills
Year 5	On the way to school (Numbers to 100, directions, simple time)	I am the music man (musical instruments, expressing opinions)	Healthy eating (food like/dislike, follow recipe)	The return of spring (weather, seasons, roleplay)	The Planets (days of the week, sentence construction)	Beach scene (French artists, describing a scene)
Year 6	Our school (places, lessons and telling the time)	The world around us (Continents, weather, landscapes -Africa)	Then and now (Places in a town, past & present, describing clothes & appearance)	Out and about (Fairground, cinema, 24hr clock, asking questions)	Create a café (new food, drink, snacks, menus roleplay)	What's in the news? (newspapers TV guide), opinions,

LANGUAGES IMPLEMENTATION



The rich background of languages and cultures at Portwood Primary is something that we are proud of. Intercultural understanding is an important element of learning a language. Annually, we celebrate European Day of Languages in September and encourage children to share their home languages.



Another annual event is our year 3 French breakfast which is a wonderful chance to share the French culture and provide an opportunity to model good communication and social skills.



LANGUAGES

Key Skills - IMPLEMENTATION



For children to become confident, competent language learners at Portswood Primary School, we follow a clear skills progression:

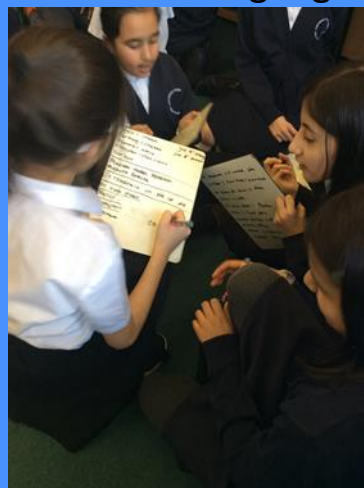
- Speaking and Listening
- Reading and Writing
- Phonics and Spellings
- Grammar

These skills are taught using the two Schemes of Work that we follow which ensures a clear, meaningful linguistic progression. Where a topic is taught, the focus is on the building blocks of learning a language – phonics, grammar and vocabulary – rather than simply increasing pupils' stock of words.

There are also 3 strands which are woven into the language curriculum:

- Intercultural Understanding
- Knowledge about Language
- Language Learning Strategies

These strands ensure that children are actively engaged in learning a language and will enable them to continue as enthusiastic language learners in the future.



LANGUAGES

Key Skills - IMPLEMENTATION



Speaking and Listening

Year 3

Listen to and show understanding of single words through physical or spoken response.

Recognise a familiar question and respond with a simple rehearsed response.

Year 4

Listen to and understand a simple sentence.

Communicate by asking and answering familiar questions.

Use familiar vocabulary to say simple sentences.

Year 5

Listen to and understand key meaning of a more complex sentence.

Join in a short conversation.

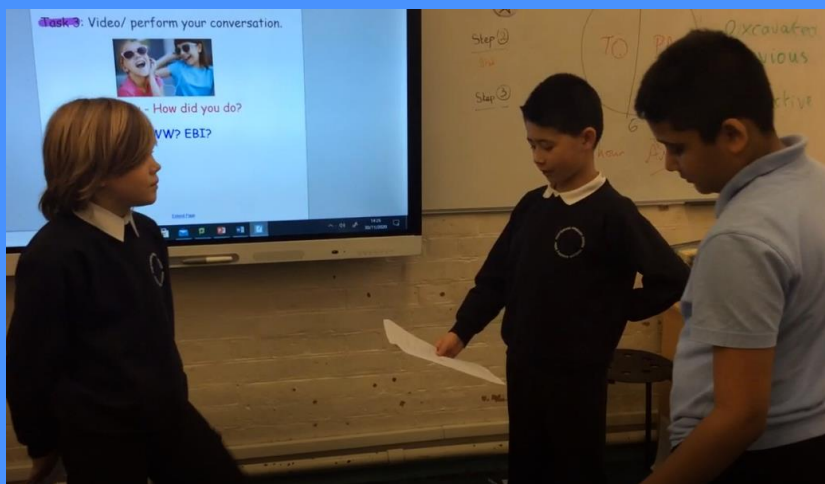
Make a short presentation using a model.

Year 6

Listen to and understand the main points.

Engage in a short conversation.

Give a presentation on a familiar topic.



LANGUAGES

Key Skills - IMPLEMENTATION



Reading and Writing

Year 3

Read and show understanding of familiar single words and phrases.

Understand the role of punctuation.

Write familiar words using a model and some from memory.

Year 4

Read aloud the text of familiar rhymes, stories or songs.

Create simple written sentences using a model and some from memory.

Use simple adverbial phrase, noun, verb, adjective.

Year 5

Read aloud and show understanding of the main points from a variety of short texts.

Use writing frames to create simple and compound sentences.

Year 6

Identify different text types and read for information.

Read and understand the main points and some detail from a song or short written passage.

Develop a short text using a model.

Demonstrate a good grasp of grammatical concepts taught.



LANGUAGES

Key Skills - IMPLEMENTATION



Phonics and Spelling

Year 3

Say some alphabet letters.

Spell simple known words.

Know that the final consonant in a word is almost always silent, eg vert

Identify phonemes, letters and words which are similar to/different from English in spoken and written forms.

Year 4

Say the alphabet letters, with support.

Know there are exceptions to the silent final consonant rule, eg ours.

Know how the pronunciation and spelling of an adjective can change when it agrees with the feminine form.

Recognise that accents change the sound, eg Père Noël.

Year 5

Know that capital letters are not given to days of the week or months of the year in French.

Revise sounds to read and build words.

Show some understanding of the concepts of liaison and elision.

Year 6

Apply knowledge of phoneme-grapheme correspondence to help pronounce new words.

Show deeper understanding of the concepts of liaison and elision in speaking and writing.



LANGUAGES

Key Skills - IMPLEMENTATION



Grammar

Year 3

Name, identify and use parts of speech eg noun, verb, adverb.
Notice that there are masculine and feminine nouns in French.
Know that un/une mean one and also 'a.' Know that le/la mean 'the.'
Know that many nouns add 's' to make it plural even though it isn't always pronounced.

Year 4

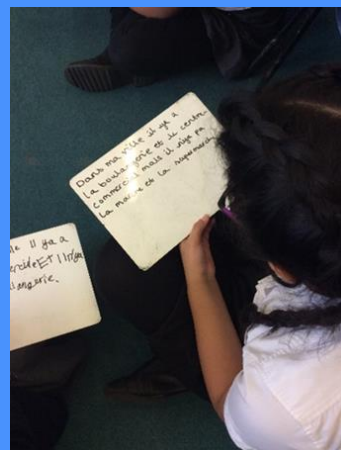
Know 4 definite articles: le, la, l', les.
Know the rules for using adjectives (position and agreement)
Use possessive adjectives, *mon, ma, mes*
Know what a question word is.
Use an adverbial to start a sentence.

Year 5

Use adjectival agreement with support.
Begin to use du/de la, de l', des – some
Use the negative form ne...pas.
Begin verb conjugation – *je* and *c'est/ils sont* for singular/plural.
Identify and use prepositions and conjunctions.

Year 6

Recognise cognates.
Develop use of verb conjugation – 3rd person - il/elle
Know that the verb ending must agree with the subject.
Use ne...pas with a wider range of verbs.
Use the past tense; *il y avait*.



LANGUAGES

Key Skills - IMPLEMENTATION



Strands which weave through the Languages curriculum

Intercultural Understanding

By Year 6, children should be able to:

Appreciate the diversity of languages spoken within our school.

Talk about the similarities and differences of social conventions between different cultures.

Identify other countries which speak French (Francophone world.)

Recognise a song or rhyme well known to French speakers.

Talk about celebrations of which they have experience.

Know about celebrations in France.

Compare aspects of everyday life at home and in France.

Recognise how symbols, products and objects can represent the culture of a country.

Demonstrate understanding and respect for cultural and linguistic diversity.

Recognise and challenge stereotypes.



LANGUAGES

Key Skills - IMPLEMENTATION



Strands which weave through the Languages curriculum

Knowledge about Language

Children will have opportunities to:

Reinforce understanding of English grammar, phonics and spellings and compare them with French.

Learn about simple grammatical terms such as nouns, verbs, adjectives and adverbs as well as basic punctuation. They will apply this knowledge in the context of learning French.

Identify phonemes, letters and words which are similar to/ different from English.

Recognise commonly used rhyming sounds in French and compare to English sounds.

Understand and use a range of common words from all word classes.

Recognise that languages use different writing systems, borrow words from other languages and describe ideas/concepts differently.

Apply their knowledge of French sounds, spellings and grammar rules when building sentences, texts and dialogues.

Understand and use question forms and negatives in spoken and written language.

Recognise simple agreements of gender and number.

LANGUAGES

Key Skills - IMPLEMENTATION



Strands which weave through the Languages curriculum

Language Learning Strategies

Children will have opportunities to:

Identify techniques which assist understanding, eg looking at the face of the speaker, asking for repetition, listening for key words.

Listen carefully and try to copy pronunciation.

Identify and use strategies for memorising and recalling new vocabulary, eg repetition, visuals, actions, rhymes and games.

Practise language, eg with a partner, record themselves and listen back, clap syllables.

Look and listen for clues – borrowed words, cognates, gestures.

Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language.

Be resilient and show a 'can do' attitude.

Use images, word banks and writing frames.

Use bilingual dictionaries.

Reflect and share language learning experiences.

Evaluate learning and plan next steps.



LANGUAGES

IMPACT



At Portswood Primary School we pride ourselves on providing engaging lessons which help children develop confidence to communicate in French using a range of language skills.

Children are enthusiastic about joining in and learning how sounds, words and grammar can be applied in a new language. When talking with key stage 2 pupils, they will comment on the fun, collaborative nature of language learning. They talk about memorable songs, rhymes and stories and highlight the active learning that takes place. They enjoy the opportunity to work in pairs and groups to learn new vocabulary and language structures in a challenging but supportive manner.



The languages curriculum allows children to revisit and build on a clear progression of skills. For example, in year 3, children learn the main colours. In year 4, children use the colours as adjectives, learning the rules of adjectival position and agreement when they build simple sentences to describe animals. This understanding is further applied in year 5, as children write a presentation to describe the planets. Children will be able to apply these skills to learning any language when they progress to secondary school and beyond.

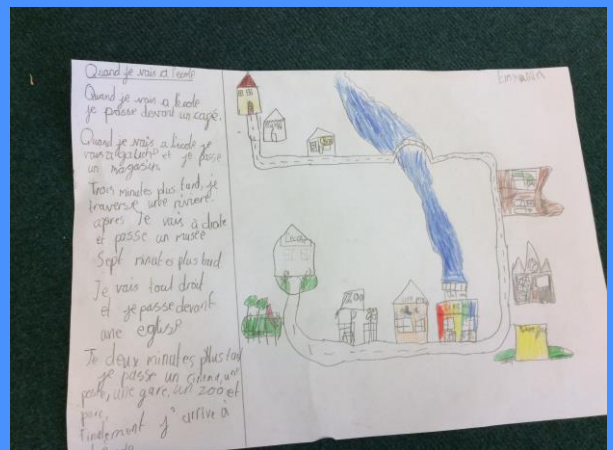
LANGUAGES

IMPACT



High quality teaching brings language learning to life. Where, relevant, cross curricular links are made. For example, in year 5 the children learn to read and write descriptions of the planets in French at the same time as studying Space in science. In year 6, pupils make geography links within the French unit 'Where in the World?'

Children learn well in French lessons. This is because teachers have strong generic teaching skills which are applied within lessons so that pupils make good progress. The subject leader's main role is in developing teacher subject knowledge to ensure effective teaching. Training on vocabulary, pronunciation and grammar means teachers have developed greater confidence in teaching in French. Well planned and resourced lessons, taught by teachers with more secure subject knowledge, has led to high levels of pupil engagement. The use of songs and games develops retrieval practice so that pupils remember vocabulary and by the end of key stage 2 are able speak and write more confidently. They are also able to apply simple rules of grammar and language structures.



LANGUAGES

IMPACT



The richness of the curriculum ensures pupils develop a love and appreciation of languages including the celebration of the many languages spoken in the school. Special days and festivals are celebrated in assemblies and classes. The subject leader makes teachers aware of special occasions and provides resources to be used with children, for example, Flags posters for Euro football championships, poems for Bonfire night and information about Bastille day.

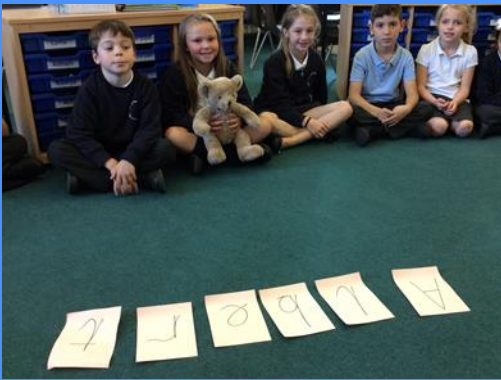
In French, pupils show very good attitudes to learning. They make progress, show enjoyment and are proud of their outcomes. The French curriculum is an embedded part of the school curriculum and clear links are made with language and communication skills. It is fun, engaging and challenging.



LANGUAGES IMPACT



By the time pupils leave Portswood Primary School, they can **understand and respond** to spoken and written language.



LANGUAGES IMPACT



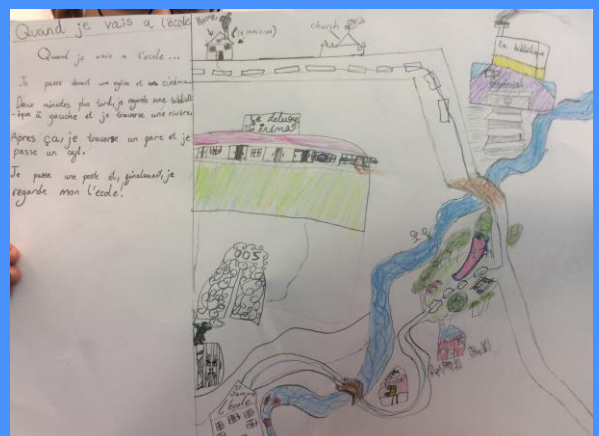
By the time pupils leave Portswood Primary School, they can speak with increasing confidence.



LANGUAGES IMPACT



By the time pupils leave Portswood Primary School, they can write for different purposes.



LANGUAGES

IMPACT – Pupil Voice



What our pupils say about learning a language

I like to learn new things.

It helps me with my English because I think about words and sentences.

My Teacher makes it fun and uses funny pictures to explain things.

You need to listen lots.

I like doing projects with a partner or group.

If you go somewhere you can enjoy being there and speak the language.