

Weaver Primary School

Languages Policy

2022-2023



Statement of intent

It is our belief, that the learning of a foreign language is a necessary part of being a member of a multi-cultural society and should provide an opening and insight into other cultures. Through high-quality languages education, children's curiosity should be nurtured and their understanding of the world deepened. It is therefore our intent at Weaver Primary School that all children in Key Stage 2 have the opportunity to learn a second language in depth and have a taste of a third. Our current languages structure offers French to children in year 3, 4 and 5. During these years, children study a number of topics through different well-known stories and characters. Children will develop resilience in language learning as well as a sense of achievement through the challenging scheme of work. Our teaching will ensure children have a sound understanding of pronunciation and they will be able to manipulate the language and grammar. There is an emphasis on phonics and the sounds are revisited every lesson. There is also a focus on culture and the similarities and differences between the Francophone world and us. The children are also able to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. In year 6, children are taught a term of German to support their class topic of WWII. The aim of this is to enable the children to produce a letter in German, written from the perspective of a German evacuee. In addition to that, it is hoped that an opportunity to have a taste of German, will enable children to make links with their grammatical knowledge of French and will therefore assist them with any future language(s) studied. For the final two terms of year 6, children continue to learn French, revisiting prior learning as well as furthering their knowledge of French. In addition to French and German, we try to make links with class topics where possible, so children will find out about Latin, Norse and Greek in standalone lessons. It is our desire that children leave the Weaver Primary School with a firm foundation for language learning at secondary school and also equipped with the skills and interest needed to become life-long language learners too.

Implementation

Lessons are taught in two week blocks on rotation with RE. Lessons are one morning session and then one afternoon session the following week, depending on the class teacher's PPA slot. Language teaching is provided by a secondary trained language specialist. The lessons are designed to build on prior learning and move from word level to sentence level over the four years. Activities have been designed to develop all four skill areas and offer challenge and variety. Children's work is completed in booklets, which allow space for children's notes. Phonics are taught as they arise, and children are reminded of the sounds they have learned regularly, in order to tackle the pronunciation of new vocabulary. The vocabulary covered ensures coverage of all phonics sounds. Formative assessment from lessons informs the next steps for the children's learning and children are able to demonstrate the skills and knowledge they have acquired in each of the four skills (listening, reading, writing and speaking) along the way.

Impact

The activities in the booklet gather evidence of some of the work covered in class. Regular assessment, marking and feedback inform the children of their progress and also enables the identification of gaps in knowledge, which then inform planning. The booklets are engaging and together with the teaching and activities in class, help to make language learning enjoyable.

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Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 The Very Hungry Caterpillar	Introductions Greetings Numbers	Days of the week Christmas traditions	Numbers to 20 Colours	Lovely Latin Colours	Food – likes and dislikes	Life-cycle of a butterfly
Year 3 Endpoints	<i>I can greet others and introduce myself. I can count to 20 and recall the days of the week. I can recognise some colours and say which foods I like and dislike. I can recall parts of the lifecycle of a butterfly.</i>					
Year 4 Mr Men	Revision from year 3 Numbers to 31 Classroom instructions Months Birthdays	Nifty Norse Adjectives Adjectival agreements	Adjectives & être Comparatives Chandeleur	Body parts avoir	Body parts Homes – rooms	Homes – rooms & furniture Dream homes
Year 4 Endpoints	<i>I can count to 31. I can recognise the months of the year and say when my birthday is. I can understand classroom instructions. I can use some adjectives to describe others and I understand the difference between masculine and feminine adjectives. I can compare others. I can recall body parts and can also describe homes.</i>					
Year 5 Paddington	Revision from years 3/4 Gorgeous Greeks Countries – à + m/f/pl	Countries Where do you live? Writing skills	Family mon/ma/mes	Family Dictionary skills	Transport	Shopping – Je voudrais & negatives 14 th July
Year 5 Endpoints	<i>I can recognise different countries and say where I live. I can talk about different family members and use the word 'my' correctly. I can use a French / English dictionary. I can recognise different types of transport. I can talk about what I would like in a shop.</i>					
Year 6 Harry Potter (German until Christmas)	Introductions Greetings Expressing feelings Numbers – 100 Where do you live? Family – gender + pl nouns	Adjectives haben & sein Writing skills	Revision from years 3/4/5 Lovely Latin Describing others	être Adjectival agreements Dictionary work	Clothing – m/f/pl Colour – with adjectival agreements	Formation of regular verbs School uniform Compare school systems in France and Britain
Year 6 Endpoints	<i>I can produce a piece of writing in German, including details about who I am, where I live, my family members and descriptions of them. In French, I can understand how adjectives change depending on whether a noun is masculine, feminine or plural. I can understand and manipulate the verb 'être' and can also conjugate regular verbs. I can recognise some items of clothing and I can write about my school uniform.</i>					