



Curriculum Policy – Foreign Languages

At Cedars Primary School, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long term memory.

As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education.

Subject Intent

Spiritual, Moral, Social and Cultural Development and British Values

- In learning about another language, it is necessary to be aware of “difference” in a positive way. To know that there are other ways to live and behave which are valid, despite not being the same as the one that the child knows at home.
- It gives an opportunity for insight and debate into why things are not always as one has grown up to believe, but arise from sociological differences.
- At the same time, recognising that there are certain basic, fundamental truths that are common to our humanity, such as the need for honesty, trust and mutual respect in order for us all to live together in harmony.
- Collaborative work in Primary Languages develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children learn to appreciate the value of similarities and differences and learn to show tolerance.
- A variety of experiences teaches them to appreciate that all people – and their views – are equally important.
- Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance.
- Efforts are made to ensure that teaching material across the curriculum includes a ‘flavour’ of the countries where the focus language is spoken.
- The five fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are interwoven into the teaching of Primary Languages, in particular how it relates to the intercultural understanding elements of the language and culture and its similarities/differences to life in Britain.

Cultural capital in Foreign Languages is the essential knowledge that children need to prepare them for their future success. It is about giving pupils the best possible start to their linguistic education.

Learners will:

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
- Recognise some of the language patterns of French and how these differ or are similar to English

- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages

Reading Fluency

French phonics are taught during each lesson in order to ensure the pupils are able to read the French language fluently with a good accent

Subject Implementation

- At Cedars we believe Foreign Languages should be fully inclusive to every child in KS2. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.
- Support is offered in each lesson to pupils with SEN, pupils who are Pupil Premium by way of adapted tasks as well as extension tasks for pupils working at greater depth
- Pupils in KS1 and EYFS join in with special assemblies such as Mother Tongue Day and themed days such as French Day. They learn French songs and rhymes during the weekly singing assembly.
- The lesson plans are designed to be 30 minutes in length for Years 3-6
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years
- The lesson plans include ideas for support for the less able and to extend the more able
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking, writing and grammar skills
- Smartboard resources with audio support are provided
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
- The content allows for revisiting and consolidating prior knowledge
- Lessons are taught by class teachers or PPA cover staff. Linguistic up-skilling and methodology training is available to support its delivery within the Smartboard presentations as well as detailed lesson plans
- Formative assessment in each lesson informs the planning and teaching of subsequent lesson plans. Summative assessment also takes place half-termly and this also includes a series of self-assessment questions
- Written work is completed in French Books
- Lessons are planned and adapted from Physical French Phonics by Sue Cave, songs from Alain le Lait and Singing French and other activities by Catherine Charnley subject co-ordinator.
- French homework is provided every half term as well as French competitions at Christmas and Easter

Subject Impact

- The lesson plans are linked to the KS2 targets and in particular to those of the appropriate year group as detailed above which have been written with the assistance of Sue Cave
- The completed activities in French books gather evidence of the listening, reading and writing targets
- Evidence of speaking activities are photographed and assessment carried out during summative assessments
- Teachers provide marking and give time for Fix-its so that children are aware of their own progress

- Reports are written by French teachers that relate to the expected targets of each year group in line with school policy
- The subject co-ordinator uses book looks and pupil voice to understand the impact of the subject
- To enhance the impact on enjoyment and intercultural understanding, language events and a French Day take place as well as learning during lessons about the similarities and differences between the two countries
- All of the above provides evidence that the 'statements of intent' are met

Review Approval Body

Date Approved 1/11/25

Next Review Date (Autumn 2025)

Subject Leader: Catherine Charnley

Knowledge

- ☐ Formal use of 'you' with regular and irregular high frequency verbs
- ☐ Formation of a relative clause
- ☐ Consolidation of grammatical knowledge from Years 3 to 5

Implementation