

Intent - Why?

At Osgodby Primary School, we believe that a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world, preparing them for developing this further in their education and subsequent careers. We aim to:

- Provide opportunities for pupils to understand and respond to spoken and written language from a variety of sources
- Enable children to speak with increasing confidence, fluency and spontaneity
- Through regular practice, improve the accuracy of pupils' pronunciation and intonation
- Enable pupils to write at varying length, for different purposes and audiences
- Enable pupils to discover and develop an appreciation of a range of writing in the language studied.

Implementation - How?**How is Learning Organised?**

At Osgodby, we have decided that the language of focus will be French. After trying different methods of teaching and different resources, we decided to follow the Kapow scheme as this fits in with the pedagogy that we feel important. Through staff CPD, all teachers are able to follow the scheme and support the pupils with learning a new language.

Vocabulary

Vocabulary is selected to represent the words that will be most useful to the pupil. Careful consideration is given to the lists of vocabulary that pupils will be taught. Vocabulary is deliberately planned to be used across different contexts to reinforce meaning and increase the chances of it becoming part of long term memory. Pupils stick their vocabulary lists into their French books so it can be revisited whenever the pupils need to which increases the chances of it being used across different topics within their French lessons.

Curriculum Sequencing

In the initial stages of learning French in KS2, pupils must engage in much practice in order to acquire the basics of the language. Knowledge of these basics must become automatics before more demanding content is introduced. At primary school, the basics of the language are listened to, rehearsed, practised and applied repeatedly in order to gain confidence in the parts of the language that they will need to continually apply.

Comprehension

In KS2, pupils need to decode what they hear and read. This is a difficult part of learning the language and should not be rushed. Practice over time enables pupils to become more automatic in the process, which in turn allows them to move onto slightly more complex listening, reading & writing. Pupils will develop the ability to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Language Production

Much time in a French lesson is dedicated to pupils 'having a go' at speaking the language. It is vital that they have the opportunity to listen and then repeat, only then will they begin to gain confidence with the language. Pupils will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. As they become more confident, pupils will be able to present ideas and information orally to an audience.

Progression in Grammar

Progression in grammar is planned so that, over time, pupils develop knowledge of increasingly complex structures. Once new grammar is introduced, time is dedicated to practice so that they can embed it into their long term memory.

Cognitive Load Theory

In the initial stages especially, teachers need to be mindful of cognitive load theory as pupils will be being exposed to much new content, which they will need time and practice to embed into their long term memory. Overloading their working memory inhibits the chances of successful learning.

Error Correction

Pupils must feel safe to make mistakes when learning a new language, as this is an inevitable part of the learning. Developing a supportive environment where pupils aren't afraid to 'have a go' is key. Encouraging the pupils to identify their own errors is the most effective way, however this takes practice.

Enjoyment and Motivation

Motivation has a significant impact on language learning. It is vital to build self efficacy in the language, such as celebrating successes and having a secure grasp of the language's building blocks. In addition, pupils will experience songs, rhymes and stories in French and learn about life in France, making comparisons with festivals, school life etc. with their own experiences, helping to put the learning into context.

Written Work

Developing confidence in pupils' written French is planned gradually and in line with the curriculum sequence. Pupils written work requires them to apply what they have been learning in lessons, building up to manipulating vocabulary to create their own sentences. By the end of Year 6, pupils build up to writing a short paragraph where they apply their knowledge from their language learning.

Assessment and Feedback

Much of the feedback given in language lessons is verbal and immediate, in line with the school's feedback policy. Low stakes quizzes help to embed vocabulary learning into pupils' long-term memory, using vocabulary from current and previous years. Alongside this, teachers can assess pupils' understanding by listening to paired conversations, discussions and role plays.

Impact - So What?

- Pupils have a broad vocabulary built up over time
- Pupils can speak in sentences, using familiar vocabulary, phrases and basic language structures
- Pupils appreciate stories, songs, poems and rhymes in French
- Pupils can write a paragraph in French, drawing upon their knowledge of vocabulary, spelling & grammar
- Pupils have a cultural understanding of life in France and how this compares to their life
- Pupils are motivated in their French lessons and enjoy speaking a new language