

Our vision and rationale

It is our aim that children should leave Oakley CE Junior School with a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. As a school we intend to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

This is modelled through our Christian values of **courage** (enduring in our commitment to what is right and true), **respect** (valuing each other and celebrating our differences) and **grace** (displaying generosity and kindness-showing care for others). Learning a language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

We recognise that to be accomplished language learners, children need to have a range of opportunities while they are with us at Oakley CE Junior School. All the children are given the opportunity to develop the four key language learning skills: listening, speaking, reading and writing. These skills will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase.

Our French planning follows a clear learning journey which builds on previous skills as well as teaching new skills. This gives children the chance to embed previous learning opportunities. Children are excited by French and the opportunities they have at Oakley CE Junior school.

Purpose of study:

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. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for French aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied
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Inclusion

As teachers and educators, we need to be flexible. As a school, we believe in '**Great expectations for all**' and this is fostered in our approach.

Some pupils might need the following adaptations:

- words highlighted and given to them on their desk so they can refer to new vocabulary
- word mats available for children throughout the unit of work
- including picture clues to help understanding and allow for visual clues
- continue to develop set skills before moving them on to the next step
- assessment for learning opportunities and making reference to previous years learning when a child is working below age related expectations.

-use a range of stimuli to support a range of learners and needs: Visual- learners respond to images and graphics. Auditory- learners prefer verbal presentations. Kinesthetic- learners prefer a physical, hands-on approach.

- small group work supported by an adult to develop the children's thinking and understanding further
- make tasks accessible by adapting the resources
- allow children time to explore and process to build their confidence and understanding
- allowing the children the chance to record their understanding and ideas in a range of ways e.g. adults scribing for them, using ICT to record ideas, talking tins, recording their responses using the i-pad
- scaffolded sheets to support groups of learners and individual needs
- tasks broken down into manageable chunks of learning
- teacher recording skills and processes in the classroom so children can make reference to them

All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed