

## Intent

In William Stockton and Wimboldsley Primary Schools we intend:

- To ensure all pupils have quality tuition of a carefully planned sequence of lessons, ensuring progressive coverage of the skills and knowledge
- To build on previous knowledge and ensure that knowledge and skills are repeating along with retrieving prior learning to ensure that strong and meaningful schemas are developed.
- Develop an interest in and thirst for learning other languages.
- Introduce the learning of the French language and understanding of its culture in enjoyable and stimulating ways fostering the children's curiosity.
- Embed the essential skills of listening, reading, speaking and writing.
- Build the children's 'culture capital' so that they are aware of similarities and differences between cultures.
- Lay the foundations for future language learning.
- To ensure all pupils have access to other 'Modern Foreign Languages' **MFL** in addition to French which is taught throughout the school.
- Inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people.
- Link learning to other subjects, finding interconnectedness to support them in knowing more and remembering more.

## Implementation

- Long term plans are clearly laid out so that children are not experiencing cognitive overload.
- Learning activities have a purpose to help the children to learn, remember, and recall what they have learned.
- In EYFS, languages are taught through songs, stories and rhymes as the children move through the school, this continues but with the addition of reading, writing and verbal rehearsal leading to comprehension and
- Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. The teachers deliberately practice encouraging the children to retrieve their prior knowledge which helps them to make sense of their new learning and helps them to develop strong and meaningful schema.
- Lessons and resources help children to build on prior knowledge alongside the introduction of new skills and knowledge.
- The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This is continually practised until the children are able to recall this in a non-scripted way
- Interconnected links are sought throughout the subject to ensure that the learning is meaningful to the children and helps them to develop strong and meaningful schemas which means that the children know more and remember more.
- Phonics from other languages are taught from year 2 to ensure that the children gain an early understanding of the written and spoken words.

Phonics is taught alongside vocabulary and grammar to ensure that all children have the skills to succeed in learning another language.

- Work closely with the local high schools to ensure that clear assessment information is shared with transitional periods.

## **Impact**

Pupils' general knowledge of vocabulary, grammar, phonics and spelling will improve - this will be seen through comparative judgements in comparing a students work over time

Children will have a deeper understanding of learning languages and this will support them in knowing more and remembering more.

Children in the Federation will have high quality French lessons from Reception (W)/Nursery (WS) - this will ensure that children are retrieving prior knowledge that helps them to build a love of learning.

Children in Y5/6 will have the confidence and the option to choose a second language to learn whilst at Primary

All children will be confident in languages when transitioning to High School.

Language Ambassadors will promote languages throughout the school by adding details of lessons/ learning on Twitter, updating classroom displays and meeting with the subject leader team to give feedback on children's voice regarding lessons and any language events that take place.

Through our school monitoring of 'Precision Teach', lesson observations, work scrutinies and pupil voice will inform senior leaders if the pedagogical style matches the schools' expectations.