



Primary Foreign Languages Policy 2023-2026

Reviewed every 3 years by the Curriculum and Standards Committee

First reviewed: November 2023

Signed Jenny Darmanin Chair of committee

Signed Penny Lyall Headteacher

This policy should be read in conjunction with the following policies:

- Curriculum policy
- Early Years policy
- Assessment policy
- Behaviour policy
- SEND policy
- Teaching and Learning policy
- Marking and Feedback policy
- Safeguarding & Child Protection policy

Safeguarding statement of intent:

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a "Safer School" and at least one member of staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.

Whole School Curriculum Intent

At Hodnet Primary School, we endeavour to provide a broad and balanced, but flexible, curriculum which meets the needs of our children, and enables every child to fulfil their potential. We pride ourselves on our ability to tailor our curriculum to the interests and needs of our children and involve the children in their own learning as much as possible. Our curriculum reflects our school aims for every child; encouraging positive relationships based upon mutual trust and respect whilst maintaining a 'can do' strive for success attitude. Our ambitious curriculum has been designed to follow the statutory requirements for all children from the Early Years Foundation Stage and the National Curriculum. We ensure that children have the opportunity to experience the curriculum and express themselves as an individual.

The key principles behind our [curriculum design](#) are based on these wishes for our children:

To be happy, respectful and kind

To be confident with a strong sense of self-belief

To be resilient

To be excited and inspired by learning

To be an independent learner and a creative thinker

To have high aspirations

To be creative

To have eyes open to a world beyond their immediate surroundings

To be an effective communicator

To have the knowledge and skills they need to succeed

Primary Foreign Languages curriculum mission statement

A high-quality language education fosters pupils' curiosity and deepens their understanding of the world. It will enable pupils to express their ideas and thoughts in another language and to understand and respond to speakers, both in speech and in reading and writing. It will provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Modern Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

At Hodnet Primary School we endeavour to develop a love of languages through the teaching of a Primary Languages in a fun and enjoyable way. We have chosen to teach French as our primary foreign language. This is to ensure pupils have a solid foundation in the subject before moving into the next phase of their education. Languages are a vital part to ensuring that pupils are prepared for the world around them. We believe in providing our pupils with an international dimension to their learning which enables them to learn about different countries and cultures and empowers them to see the world as responsible global citizens. Learning another language prepares our children for life in modern Britain; in which work and activities increasingly involve using languages other than English. We aim to foster pupils' curiosity and deepen their understanding of both the world around them and their own language. Children will leave Hodnet Primary School with a love of language.

Primary Foreign Languages Curriculum Implementation

We expose our children to enriching experiences, immersing them in progressive knowledge and skills and equipping them with personal characteristics required to succeed in life. We organise our learning opportunities into a themed based approach on a two-year rolling programme. Our themes are broad to enable many learning opportunities to link within the topic.

In Foundation Stage, formal learning in primary foreign language is not undertaken however the children are given the opportunity to learn short French repetitive rhymes enable familiarisation.

CYCLE A	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>KS1</i>	<i>Castle Adventures</i>	<i>Exciting Journeys</i>	<i>I need a Hero!</i>
<i>LKS2</i>	<i>Stone Age to Iron Age</i>	<i>Europe</i>	<i>Ancient Egypt</i>
<i>UKS2</i>	<i>To infinity and Beyond</i>	<i>WWII</i>	<i>Globe Trotting</i>

CYCLE B	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
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KSI	<i>London Adventures</i>	<i>Amazing Animals</i>	<i>Spectacular Seashore</i>
LKS2	<i>Made in Shropshire</i>	<i>Roman Invasion</i>	<i>Mighty Mountains</i>
UKS2	<i>Glorious Greeks and More!</i> <i>from 2023 onwards</i>	<i>The magic of the Rainforest</i>	<i>Invaders and Settlers</i> <i>from 2023 onwards</i>

In Hodnet School, formal primary foreign language learning begins at the beginning of Key stage 2. French throughout the year is mainly linked to the Primary Languages Network Scheme (purchased in October 2023 to support the delivery and implementation of the languages curriculum in Hodnet School.). Our School's detailed languages progression map is linked with the skills progression in the Primary Languages Network Scheme of Work (below) and highlights how we expect pupils to develop language skills in each key area throughout the year.

French KS2 Scheme of Work Overview This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.				
<div style="display: flex; justify-content: space-around; align-items: center;"> Knowledge Organiser DfE AT Unit Map Core Skills Progress Phonics Map </div>				
Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)
Summer 2	Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle*	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*

Non-Negotiables for language provision in Hodnet School

- 30 min lesson per week or equivalent in KS2 plus some short conversation included in everyday activities. Drip feed language into the school day
 - e.g. greeting/register 'Bonjour Madame/Mademoiselle'
 - counting the hands for dinners
 - responses to bus/taxi eg 'Oui, s'il vous plait' or 'Non merci' and the weather.
 - Can I go to the toilet? Good morning! Can I fill my water bottle please?
- Each classroom to have a designated Primary Languages (French) display area to use for referral/working wall etc

- Primary Languages books to transfer from class to class as evidence of progression.
- Though the emphasis to start with is on spoken language, we do have to include ‘simple writing’, ‘write phrases from memory’, ‘describe people, places, things and actions orally* and in writing’ (See subject content from Languages Programmes of Study KS2). Therefore, books need to include evidence of written French in but stuck in vocabulary lists for the children are also appropriate. The children should see their book as a reference and practice book. Aim for a simple piece of written work with each lesson and, where possible, give pupils a vocabulary list to go with each lesson.
- Use grammatical terminology in English and French; point out the similarities and differences i.e. the adjective goes after the noun in French (le stylo bleu – the blue pen)
- The year group Progress statement flags (attached) sheets should be stuck in books to start the year (like we do with topic cover sheets). They can tick off objectives they have covered as they learn.

At Hodnet Primary School we aim to:

- Give every child the opportunity to experience enjoyment through a range of language activities.
- Give every child, regardless of abilities, the opportunity to develop positive attitudes and experience success through listening to, speaking and writing in a language.
- Support all children to understand how languages structures of grammar can be similar or different to each other.
- Give every child the opportunity to listen to, appreciate and express their feelings about the cultural similarities and differences of the country of their foreign language thus deepening their understanding of the world.
- Support all children in developing a knowledge of the necessary elements for effective communication in their language.
- Give all children the chance to listen to, speak and write in a foreign language.
- Motivate and support our children in order to succeed in languages.

Curriculum Impact

We measure the impact of our curriculum intent by reviewing what we hope to achieve against what we deliver and monitoring that alongside our curriculum aims.

At Hodnet School we make learning languages an enjoyable learning experience. We encourage children to participate in a variety of language acquisition techniques through which we aim to build up the confidence of all children and develop a sense of wellbeing. Teaching focuses on developing the key areas of language learning through guidance from the educational programmes in the Statutory framework and the areas of focus for Key stage 2 of the Programmes of Study. These being, for Key stage 2, listening, speaking, reading and writing in a foreign language. Through singing songs, playing games and engaging in lively language activities children learn about the structure and organisation of the language studied. We teach them to listen to and understand and appreciate languages as well as to build their confidence in speaking, reading and writing it.

We recognise that there are children of widely different language abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses promotes a ‘have-a-go’ attitude and can help raise confidence.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Providing resources and being selective with resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

Teachers assess children in this area of the curriculum in a formative manner with “in the moment” verbal feedback they will determine next steps for the subject from this. Children will have the opportunity to engage with other members of their class and school.

Performances are videoed and logged on Tapestry so progression of language skills are shown throughout the school.

The role of the coordinator

The subject leader will facilitate the development of languages in the following ways:

- By managing the implementation of the policy;
- By updating the policy and scheme of work in collaboration with teaching staff;
- By ordering/updating/allocating resources in collaboration with teaching staff;
- By identifying need and arranging CPD so that staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments and by maintaining links with the Primary Languages Network;
- By contributing to the School Development Plan on an annual basis;
- By liaising with feeder and or receiving schools.

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the classrooms.

Each year group will have access to a set of French/English dictionaries, and labels for most classroom objects and posters detailing the days of the week and months of the year are available to all staff via the staff shared area on the school server.

There will be a section in the non-fiction library for read-alone dual language books.

The languages co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the languages budget. The amount of this budget reflects the degree of priority given to languages in the School Development Plan.

Monitoring

Monitoring is carried out by the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of displays
- Collection of planning/book scrutiny where appropriate

CPD opportunity for all staff

The languages coordinator will attend subject leader meetings and Local Authority CPD to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days. The

coordinator will use staff meeting time to share new activity ideas with staff to ensure motivation is maintained and lessons remain varied.

Special Education Needs and Disabilities

The languages programme aims to provide effective learning opportunities for all pupils and differentiation will be identified in the scheme of work. Each child will be given access to same learning opportunities, resources and equipment appropriate to their individual needs.

Provision for more able pupils

More able pupils continue to be taught within their class however, more challenging learning activities are provided through differentiated group work, questioning, etc. More able pupils will be indicated to the secondary school to ensure effective progression.

Equal Opportunities

It is important that children at Hodnet Primary School do not feel precluded from any part of the languages programme.

Curriculum Sparkles!

At Hodnet we encompass the key drivers of Cultural Capital by ensuring our curriculum has that bit of extra sparkle by including the following enrichment opportunities, The ones which support children in musical development are highlighted:

	Weekly magic!	Termly specials!	Visits/visitors	One offs	Extra bits
EYFS	<ul style="list-style-type: none"> • Letter sound learning through themed days/events • Forest Schools • Gardening • Outdoor / physical Maths • Class Library • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Music workshops • Curriculum assembly 	<ul style="list-style-type: none"> • Farm • Castle • New baby • Library • Hodnet Hall • Fire station • Tractor in school • Pets / animals • Dentist visit 	<ul style="list-style-type: none"> • Helicopter STEM projects • RAF projects/garden projects • Sports day in house teams • Panto MD 	<ul style="list-style-type: none"> • Diwali party • Chinese New Year celebration • Birthday celebrations • Nativity performance
KS1	<ul style="list-style-type: none"> • Forest Schools • Outdoor Maths • Daily run • Music lessons (optional) • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) 	<ul style="list-style-type: none"> • Local science visit • Chester Zoo • London drama workshop • Castle • Aquarium • Seaside/beach 	<ul style="list-style-type: none"> • Helicopter STEM projects • Shropshire Sings/choir • Selected inter schools sports competitions 	<ul style="list-style-type: none"> • Drama and visitors, dress up days • Nativity performance • Scootability

		<ul style="list-style-type: none"> • Church celebration / concert • Music workshops • Curriculum assembly 	<ul style="list-style-type: none"> • Shrewsbury Fire station • Cosford air museum • Dentist visit 	<ul style="list-style-type: none"> • RAF projects/garden projects • Sports day in house teams • Panto MD 	
LKS2	<ul style="list-style-type: none"> • Daily run • Music lessons (optional) • Recorder • TTRS • Ed Shed • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Curriculum assembly 	<ul style="list-style-type: none"> • Shrewsbury museum • Shrewsbury Darwin town walk • Shropshire Hills discovery centre • Anglo Saxon workshop • Roman Fort • Cadbury World • Severn Trent Water 	<ul style="list-style-type: none"> • Helicopter STEM projects • Shropshire Sings/choir • Swimming • Multiple inter schools sports competitions • RAF projects/garden projects • Sports day in house teams • Panto MD 	<ul style="list-style-type: none"> • History visitors, dress up days • Play / performance eg, Joseph or Aladdin • Stepping Out road safety • Fire Officer Safety talks • NSPCC pants
UKS2	<ul style="list-style-type: none"> • Daily run • TTRS duels and competitions • House point collectors – house captains • Pupil responsibilities • Music lessons (optional) • Newsround • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Curriculum assembly 	<ul style="list-style-type: none"> • Chester Zoo rainforests • Science museum • Chester Roman fort • Hodnet Hall • Space science visit • Safety scene day • Western Park/Cosford 	<ul style="list-style-type: none"> • Helicopter STEM projects • London trip • School sleepover stargazing experiences • Fly to the line RAF 100 / STEM projects • Shropshire Sings/choir • Swimming gala • Multiple inter schools sports competitions • RAF projects/garden projects • Sports day in house teams • Panto MD 	<ul style="list-style-type: none"> • Play / performance eg, Joseph or Aladdin • History visitors, dress up days • Oakerwood Residential trip. 1 week. • Bikeability programme • CPR first aid • NSPCC pants, stay safe speak out

Other opportunities throughout the year are:

-Termly assemblies, where children showcase part of their language learning to the rest of the school.

-Enrichment weeks.

-Termly performances at St Luke's Church, Hodnet. These often include seasonal French song performances to parents.

-Class assemblies once a year, each class performs a class assembly to parents and the rest of school, often these have language performances in them.