



# LANGUAGES ON A PAGE

## WHAT WE TEACH AND WHY – (intent)

**Our school values** – The 6 Rs – underpin everything we do at RA Butler Academy Schools. Our core values of Resilience, Resourcefulness, Risk-taking, Respectful relationships, Articulation and Reflection are integral to our learning of languages at RAB. Through interactive and collaborative learning the children learn to take risks and be resilient as they practise listening, speaking, reading and writing. Respectful relationships is a key part to supporting each other and working together to develop understanding and confidence, especially when they are presenting ideas in front of their peers. Being articulate and using accurate pronunciation is always encouraged by providing a safe and supportive environment where resilience and risk-taking are promoted. Children frequently use their workbooks for reference to resource the precise language and grammar they require – thereby developing themselves as independent learners.

**Design, content and sequencing** – The Languages Skills progression Document and Long Term Overview Grid detail the skills and knowledge content taught across the school. The focus of study is on practical communication and children will be exposed to native French speakers through videos, songs and audio clips. Key skills and knowledge in French are introduced in Year 3 and developed through KS2 by a programme of revisiting and extending. Regular interleaving and retrieval of previous learning, grammar and themes ensures consolidation and progression of learning through KS2. In Year 3, language learning is primarily through listening and speaking, with more emphasis on reading and writing as children progress through Year 4 and 5. By Year 6 children are expected to write short paragraphs. Topics are linked to every day routine language and topics specifically chosen in order to ensure firm foundations for further foreign language teaching at KS3.

**Why has your subject curriculum been designed the way it has?** Our Languages curriculum ignites a curiosity for learning new languages, building foundations for future language learning at secondary school and beyond. Our subject follows the Language Angels scheme of work to enable our teachers to confidently deliver a curriculum with a high emphasis on listening attentively to spoken language and engaging in conversations whereby they can ask and answer questions.

**What are the key themes running through your curriculum?** The core themes which are integral to languages learning are phonics, listening, speaking, reading, writing and grammar and the development of these skills are detailed in the Languages Progression Document and are based on the NC. It is vital that Language Learning happens on a regular basis and therefore it does not follow the block format. Instead, each class in KS2 will have a lesson a week with a competent linguist (not always a language specialist), often on a rotation basis. The interactive scheme of work provides support for non-language specialists. Teaching involves constant retrieval and active learning is of prime importance.

**How does your subject link to the local community?** The school runs a Languages Day with support from parents and linguists in the community to celebrate the diversity of languages and cultures and inspire children to discover more about the world around them. The Primary Languages Group of local schools meet and support each other through teaching techniques and resources.

**How are Knowledge Organisers used in your subject?** Every year group has access to a knowledge organiser for each individual unit. These are used as a reference point throughout the unit and include key vocabulary and grammatical information.

**Support** – Knowledge organisers offer the children support when working independently, as well as word banks in their workbooks and key vocabulary on display. Teaching is delivered in a ‘My Turn, Your Turn’ approach to build the children’s confidence and understanding of the language. Children will often work with peers when developing their skills and are always supported, as needed, by teaching staff. New vocabulary is always taught through discussion before any writing.

## HOW IT’S TAUGHT – (implementation)

Strategies are used routinely by teachers to enable the children to embed their learning into their long term memory. These strategies are based on a range of techniques connected to retrieval practice including the use in lessons of knowledge organisers, low stakes quizzing, interleaving and annotated visual representations of information.

We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding. Languages can only be learnt through repetition and practice. Kinaesthetic learning, rhymes, songs, role plays, games and active learning are crucial. Children revisit language regularly and build on past learning. Children demonstrate the 6Rs consistently in their learning by listening respectfully, taking turns, taking risks by speaking in front of others and being resourceful through referencing their workbooks and their knowledge organisers.

We aim to keep the learning pace of all children at the highest level and ensure there is no ‘glass ceiling’ for any learner. We have a school wide focus on developing the children’s knowledge and use of tier 2 and 3 vocabulary. Knowledge organisers support this. In each topic children will be presented with a range of vocabulary, conjunctions and adverbials, allowing them to challenge themselves with their sentence composition. Etymology and phonics are included in the learning of new vocabulary.

Children will reflect on their learning orally at the end of the lesson. They also complete a self-reflection table at the end of every unit.

## WHAT WE SEE AS A RESULT – (impact)

**Progress and outcomes:** Progress in learning and skills are laid out in our Long Term Progression grid and Languages Skills Progression document. Workbooks and all lesson planning has been created by language leads using Language Angels as a base. Teacher and Leader observations monitor outcomes and as a staff we reflect on our planning and children’s work help to ensure continuity throughout the school. The SOW is regularly amended following child and teacher feedback.

**Monitoring and Evaluation:** Drop-in observations, book looks and staff discussions are conducted to ensure consistency with teaching and expectations. These are made termly, along with a book study and interviews with children.

**Child perception and opinion:** Most children are extremely positive about learning a new language and are enthusiastic whilst feeling successful. Children enjoy the use of a workbook and the active learning nature of lessons.

**End of unit assessments/independent writing:** Teachers use end of unit assessments and formative assessments to inform their data. The four language skills form the basis of the assessment: reading, speaking, writing, listening and grammar.



## Subject Self Evaluation

- **Do we follow the National Curriculum?** *Yes we do. In order to deepen and enrich all of our pupils' knowledge and understanding, Languages teaching at RAB ensures a broad curriculum which focuses on retrieval and engagement through active, pacey lessons which build resilience, confidence and enjoyment. The opportunity to build Cultural Capital knowledge and experiences is considered throughout the scheme. We enrich our curriculum with additional experiences and learning across the school as listed below-*
  - *All: A country per class study to celebrate the 47 different countries our children come from – involved learning about the religions, geography, art, music, foods and history of the countries and often some basic language too. Run across the school and using our EAL children. Knowledge: to learn a variety of aspects about different countries around the world*
  - *All: Cross curriculum links with English spelling, etymology and phonics. Knowledge: history of certain words and how Latin forms the basis of much of the English language.*
  - *Year 3, 5 and 6: Cross curriculum links with History: Vikings, Romans, World War II etc and how languages develop with invasions and migration. Knowledge: brief history of British invasions and how words are formed and develop with migrations and invasions. Discussions of how new words are constantly entering our vocabulary.*
  - *All: Using traditional French tales, rhymes and songs. Knowledge: experience different songs, stories and rhymes which are important to French children. Link with similar versions in English where possible.*
  - *All: Studying French cultural events and celebrations. Knowledge: Understand how different cultures celebrate some of the main Christian events eg Christmas and Easter. Learn how national celebrations can be different in France eg La Toussaint (All Saints' Day)*
  - *Year 6: Introducing the children to regions and towns in France. Knowledge: map work, recognising the countries in Europe and the borders*
  - *Year 6: Studying maps of France and the geographical features (cities, rivers, mountains, lakes etc). Knowledge: map work, recognising important rivers, mountain ranges, climates, forests and cities. Discussions about what various areas are famous for (e.g skiing, vineyards, cheeses etc). Discussions about Brexit and what that means when looking at Europe and the UK.*
- **Any other specific things you might want to highlight about your subject intent.** *At RAB we recognise that it is important to not only broaden children's experiences but also excite them about the World's languages, cultures and traditions. Our teaching of French ignites a curiosity for learning new languages and an interest in opportunities that this may provide in adult life. RAB is committed to laying the foundations for further learning in a range of accessible topics. Through active learning and visual teaching, children are not only able to understand texts and spoken language, but also express their thoughts orally and in a written format. We explore France's cultural values and traditions, ensuring children can identify with the lives of children in France. We inspire them to speak with confidence by providing a safe and encouraging environment where resilience and risk-taking is celebrated. This commitment to Languages promotes understanding and acceptance of different nationalities.*
- **How the subject has been adapted to suit our school's context?** *The languages curriculum and the teaching has been adapted to reflect our commitment to the 6Rs. In partnership with one of our local Trust schools, a tailor made curriculum (based on the Language Angels SOW) has been developed to ensure an emphasis on phonics and the inclusion of opportunities for listening, speaking, reading and writing in every lesson.*
- **How have you sequenced learning?** *Languages learning is focused on 4 strands (listening, speaking, reading and writing). The languages Progression document outlines this in more detail. Topics are built upon each year with regular retrieval. Units will start with vocabulary acquisition, building to phrases and short sentences. Sentences are modelled by the teacher and these are innovated upon initially, building to independent writing. Opportunities for extending learning are provided to enable children to extend sentences using conjunctions, adjectives etc. Scaffolding is also provided with stem sentences, cloze procedures, paired activities and knowledge organisers.*
- **What are the standards like in your subject?** *The newly created scheme of work (Based upon Language Angels) enables our standards to be high. Lessons are taught weekly and year groups have the flexibility to organise for their more confident French speakers to deliver lessons to more than one class.*
- **How do you measure the impact of the curriculum accessed by learners in your subject?** *Pupil voice conversations with children in each class in KS2 alongside Pupil Book looks on a termly basis; data outcomes; feedback from teachers during CPD conversations; lesson drop ins.*
- **How do you ensure that teachers have the necessary expertise to teach your subject?** *Plans and resources are produced for each lesson for each year group (adapted from the Language Angels SOW) and these use resources with voice recordings and videos to support non-subject specialist teachers. In some year groups teachers rotate to enable subject specific teacher to run French lessons for multiple classes. This is left up to the discretion of the year group. Teachers are able to ask for support and direction if they are unsure about any aspect of a unit or lesson.*
- **SMSC (spiritual, moral, social and cultural development) – how does your subject contribute to the school's wider SMSC provision?** *See SMSC document*
- **What are your future plans and areas for development?** *See subject leader action plan.*