



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. **How does your subject promote/enhance the 6Rs?** 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 books for reference and also dictionaries to resource the precise language and grammar they require – thereby developing themselves as independent learners.

Design, content and sequencing – The Languages Progression Document and Long Term Overview Grid detail the skills and knowledge content taught across the school. **How is your subject sequenced? Why are the different topics being taught when they are? Show that the content in your subject is placed where it is in the long term plan for a reason. What core aspects are integral in the teaching of your subject?** 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 curriculum follows the scheme of work devised by Rachel Hawkes which was developed through a SSIF project in Cambridgeshire and agreed by the Primary Languages Group. The Primary Languages Group is a group of local primary and secondary schools that came together to standardise the themes, vocabulary and grammar that were being taught at KS2; thereby ensuring the children entered the feeder secondary schools with a consistent level of French knowledge and understanding.

What are the key themes running through your curriculum? The core themes which are integral to languages learning are listening, speaking, reading, writing and grammar and the development of these skills are detailed in the Languages Progression Document and are based on the National Curriculum. 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.

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.

How are Knowledge Organisers used in your subject? Children have access to knowledge organisers for Year 3/4 and then for Year 5/6. These are used as a reference point for all the topics covered and also for retrieval activities.

Support – what this looks like for SEND/disadvantaged children. Knowledge organisers offer support and children will be supported with Stem sentences and cloze procedures. Vocabulary lists, guided model sentences and phrases are provided. Children will often work with peers in developing their work and are always supported. as needed. by teaching staff.

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.

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. 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.

Classes will rotate their displays between the different foundation subjects but for French, key vocabulary and phrases will be displayed, along with a celebration of children’s learning.

How do the children learn in your subject? Languages can only be learnt through repetition and practice. Kinaesthetic learning, rhymes, songs, role plays, games and active learning are crucial (e.g delivering a weather forecast, ordering food in a cafe). Children revisit language regularly and build on past learning.

Specific examples of ‘high expectations’ in your subject which is evident

WHAT WE SEE AS A RESULT – (impact)

Progress and outcomes

Child perception and opinion

Monitoring and Evaluation

Drop-in observations (blink tests) to build in rigour to our assessments. These are made annually, along with book looks and interviews with children. (New drop ins/ book review needs to be organised)

Summary of effectiveness of units of work / learning

Bi-annual meetings with the Primary Languages Group to discuss effectiveness of programme and improvements – recent addition of assessment pieces for end of terms. Currently reviewing of number of topics and length of each topic.