



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 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. 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 curriculum coverage 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 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. SWCHS sends videos made by French students holding discussions in French on the topics we have covered. 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? 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 – 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. 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 (e.g delivering a weather forecast, ordering food in a cafe). 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 at the end of the lesson. This can be orally or written in purple in their workbooks. Not all lessons are

WHAT WE SEE AS A RESULT – (impact)

Progress and outcomes: Progress in learning and skills are laid out in our Long Term Progression grid, RAB Languages Progression document and extender statements. Scheme of work and all lesson planning has been created by language leads using Rachel Hawkes SOW 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. In KS2 2023 on track for ARE ranges from 60.4% to 74.7%. GDS averages at 7% (2023). This will be further reviewed to include a clearer phonics and grammar progression.

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. Retrieval is part of all lessons. 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, formative assessments and extender statements 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. Our curriculum also goes further and has been tailor made to ensure all primaries in the local area are following the same units, thereby ensuring the local high school receives a Year 7 cohort with similar knowledge and understanding. 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 pacy 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: Role play videos made by secondary students from SWCHS and also native speakers. Knowledge: to hear real conversations between French speakers in a 'real' situation.*
 - *All: Visits from secondary students and teachers (on hold during covid). Knowledge: to hold a discussion with strong French speakers (thereby improving pronunciation). Generating an excitement about continuing language learning in KS3*
 - *Year 6/3: Year 6 buddying with younger children to pair teach specific units (planned for 2022). Knowledge: to teach the skills previously learnt and to nurture younger children*
 - *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.*
 - *Year 3: Role plays in a bakery, presenting weather forecasts. Knowledge: French foods e.g croissants, baguettes, pain au chocolat etc.*
 - *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 the Primary Languages Group (a group of local primaries which feed into SWCHS led by language teachers from SWCHS) a tailor made curriculum (based on the Rachel Hawkes SOW) has been developed to ensure consistency of coverage and at RAB, retrieval is built into 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. Children are encouraged to learn vocabulary through actions to develop the kinaesthetic learning style. 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, knowledge organisers.*
- **What are the standards like in your subject?** *Following school closures and absences due to covid standards have varied as children have missed much language teaching. Languages cannot be taught sporadically and must be taught on a weekly basis. This has led to fluctuating results in year groups. Target Tracker data was analysed and a Book Study and pupil discussions were held across KS2. Year 3 72% ARE (2% GDS, 26% WTS), Year 4 76% ARE (9% GDS and 14% WTS), 48% ARE (1% GDS and 51% WTS), Year 6 42% ARE (27% GDS and 30% WTS) from TT end July 2021. Book look and children interviews July showed that French is still not being taught rigorously as a weekly lesson. Covid restrictions and lockdown will obviously have had a huge effect. However, there are some issues with teachers lacking confidence and also when it is taught in a two-way rotation in PPA, the rest of the time another teacher must teach it. Weekly lessons must be carefully planned for and agreed within year groups at the beginning of the year. Dates and LOs and presentation in workbooks needs to be improved to enable children to feel their work is valued and use it as a reference book when completing tasks. Some teachers are not reviewing the children's learning at the end of the lesson so misconceptions are being allowed spotted. Purple reflections/evaluations are not used and must be brought in. Extender statements are listed at the end of the languages progression document to support teachers developing their GDS.*
- **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; drop in to lessons*
- **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 Rachel Hawkes 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. As leader, I will run sessions with teachers who are unsure about the next unit they have to teach and ensure enough support is available in the resources and planning.*
- **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 – review SOW to link more closely to the learnings from the Ofsted Research review of Languages.*