



## 1. INTRODUCTION

Language learning enables young people to express their ideas and thoughts in another language, and to understand and respond to its speakers. This is essential, practical knowledge for all global citizens in the 21st century. More than this, it is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it.

Language learning at Woodmansey CE Primary School has been embedded throughout our learning environment, from signage around the school, to key phrases used in our assemblies. As a school we aim to provide the children with an exciting environment within which to learn languages.

Woodmansey Primary School aims to provide children with an awareness of the benefits gained through language learning. Further, we aim to equip young learners for the future and ensure a smooth transition in language learning from Key Stage Two to Key Stage Three. We seek to expose children to language learning from Foundation Stage through to Year 6, thus ensuring a deeper learning and understanding of languages.

## 2. PHILOSOPHY

We believe that children at Woodmansey CE Primary School should be aware of worldwide cultures and have the opportunity to be exposed to several different languages other than their mother tongue of English. Children learn French.

Language learning prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Our philosophy and aims are in line with the East Riding Languages Statement (Appendix A).

## 3. AIMS OF LANGUAGE LEARNING

The overall aim for languages is that pupils develop a deep interest in and appreciation for other cultures, as they learn to understand and express themselves with increasing confidence in a specific language. More specifically at Woodmansey we aim to:

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- Support oracy and literacy, speaking and listening skills;



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- Develop phonological awareness for the chosen language to directly improve progression
- Develop children develop their awareness of cultural similarities and differences;
- Lay the foundations for future language study by pupils;
- Provide an added perspective on first language teaching and learning;
- Give an extra dimension to teaching and learning across the curriculum.

### **Speaking and listening**

The children will learn to

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- Listen for letter sounds and increase awareness of the phonology of a particular language
- Understand and respond with increasing competence, accuracy and confidence in a range of situations;
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

### **Reading and writing**

The children will learn to

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- Read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- By KS2 children should begin to write sentences and short texts independently and from memory, and be able to write short descriptions by Year 6. (See ARE Appendix B)

## **4. MASTERY IN PRIMARY LANGUAGES**

### **What does it mean to achieve Mastery in Primary Languages?**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their



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understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### **What is coherence in Primary Languages?**

The process of language teaching is consistent throughout the school due to the delivery by a language specialist and then follow up lesson conducted by the class teacher. The structure of lessons is consistent. Each unit builds upon the next and children utilise their vocabulary, phonic and cultural knowledge to further their learning (Language learning skills) and develop their listening, speaking, reading and writing abilities.

### **What does variation mean in Primary Languages?**

Pupils are given the opportunity to learn in different ways within a language lesson to reinforce learning and understanding. Pupils are exposed to a range of media, film clips and songs. Children use a variety of skills for example, reading, writing, speaking and listening. Children listen to authentic speakers in the target language. They develop their learning of a language through a process of listening, repeating, reading and writing. As children move through Key Stage Two, they become further proficient at writing sentences and speaking in more detail, building upon their earlier phonic learning in Key Stage One and lower Key Stage Two. Children also have other experiences in Primary Language learning through special meals, events and celebrations as part of special language days, assemblies and events.

### **What does structure mean in Primary Languages?**

Unit plans all follow on, using previous vocabulary, skills and phonics. Each unit then introduces new vocabulary and grammar. Each language lesson follows a similar process:

- In FY and Year One, all lessons include a focus song or game, together with a phonic sound
- From Year Two upwards all language lessons follow this structure:
- Greetings
- Phonic sounds
- Film clip or song to develop listening ability
- Reading in the target language
- Speaking independently or in a group



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- Completion of a written activity

### **What does fluency mean in Primary Languages?**

Children are expected to be able to understand the way in which they have learned. Children are expected to be able to use their learning in different ways for example when using greetings, they would be able to say the word, identify the letter sound and write the word in the target language.

### **What does making connections / logical reasoning mean in Primary Languages?**

Each unit follows on and from the next, children use their knowledge, vocabulary and language learning skills. Children can see how each unit follows on and helps to develop their fluency and understanding in the target language of French or Spanish. The revisit and use previous vocabulary they have learned and apply their knowledge of grammar and phonic knowledge.

### **What are the KEY CONCEPTS/THEMES/PROCESSES which run through the units which need to be developed, step by step, and show progression year on year? These are reflected in the organisation of objectives in FliC and the Age Related Expectations:**

- Understanding spoken and written words
- Listening and joining in with phonic actions and relating these to the written word
- Reading words and phrases, building up to sentence level
- Using visual clues to work out new language
- Applying phonic knowledge
- Build up a repertoire of short phrases developing into conversation
- Learn a variety of grammar points and be able to apply the rules in learning
- Understand the relevance of learning a language and relate this to the real world

## **5. PLANNING AND DELIVERY**

We aim to inspire, motivate and encourage language learning regardless of ability through interesting, engaging activities that appeal to all learning styles, kinaesthetic, auditory and visual, exploiting accelerated learning techniques.

Woodmansey CE Primary School will achieve this through teaching languages both formally and informally, including everyday classroom situations, games, routines, songs, learning through rhyme, finger puppets and storytelling.



## 5. ORGANISATION

We will ensure that children receive a well-rounded experience through learning languages. Children will learn a language from Foundation Stage through to Year 6. Children will enter the school and start learning French. They will continue to learn this language until leaving the school in Year 6. All children in the school will receive language learning on a weekly basis. Woodmansey CE Primary follows the planning and resources from iLanguages.

## 6. THE ROLE OF THE CLASS TEACHER

Languages will be taught by the class teacher and a specialist. The class teacher can provide the continuity of experience and will underpin language learning through other areas of the curriculum, exploiting cross-curricular links.

Where a language is not a specialist subject for a class teacher, sufficient opportunities and resources will be made available to support their role. More specifically this includes:

- Availability of audio and visual resources accessed through the shared Google Drive and online support programmes to listen to native speakers
- In house development and training through staff meetings and teacher to teacher support within school

## 7. TIMING

The Subject Specialist will teach across Key Stage One and Two. This will be on a fortnightly basis, providing teachers with a model lesson and follow up lesson for completion before the next lesson. The Foundation stage will have 15 minutes of their language each week. This will be taught through games and songs and reinforced with the French dance/exercise music package. (Take 10 French).

Learning a language in Key Stage One and Foundation Stage will help to develop children's creative ability, personal and social skills. Children will have exposure to other European languages through special teaching weeks and events such as International weeks and language days and extra-curricular clubs.

In Year 1 & 2, children will have a 45 minute lesson with a 45 minute follow up task. Children will have a formal lesson.

In Year 3 & 4, children will receive a 45-60 minute lesson with a 45-60 minute follow up lesson including tasks set by the Subject specialist. Children in Year's 5 and 6 will receive an hour long lesson with a 45-60 minute follow up lesson and task. All year groups time is available from not using their full time for follow up, will make up any remaining time allocation with language learning embedded into the curriculum for example using numbers in the target language to answer the register.

All children will be taught the phonics for their target language from Foundation Stage to Year 6. From Year 1 upwards, all children will have a languages book for formal recording.



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This will help to ensure children develop good reading and writing skills in the target language and reinforce classroom learning.

### **8. SCHEMES OF WORK**

Woodmansey CE Primary School bases language lessons upon the KS2 Programme of study (Appendix D) combined with other appropriate materials and resources. Lessons are planned with the aim to meet the requirements of the KS2 programme of study together with the Age-Related Expectations. Some materials are taken from the updated QCA planning via CILT which takes into account the new Primary Framework. Throughout Key Stage Two the iLanguages packages are also utilised. These resources are available in Google Drive.

### **9. S.E.N.D and INCLUSION**

All pupils have access to the Modern Foreign Languages curriculum, subject to differentiation according to their individual needs and in accordance with the school's S.E.N.D policy. Primary Languages teaching at Woodmansey CE Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Planning will have additional guidance on how to differentiate tasks. Pairs and groups for collaborative work may be made up in different ways, depending on the task. In summary this might mean:

- Setting open-ended tasks
- Ability groupings within the class
- Resources of different complexities
- Peer Support

### **10. EQUAL OPPORTUNITIES**

The Languages curriculum will be delivered to all pupils, regardless of age, gender, ethnicity or ability, subject to guidance and recommendations as set out in the school's Equal Opportunities Policy.



## 11. RESOURCES

Resources essentially will take the form of an interactive format and stored on the shared computer network Google Drive. In addition practical resources will be stored in the storage area located in the staff room and across the school. Resources include access to the following:

- Puppets
- Photographs
- Games
- Film clips
- Songs
- Music
- DVD for supporting language learning including French.
- Flash cards
- Books
- Counting equipment for learning numbers
- Objects to support language learning including plastic food, coins and other physical resources

## 12. MONITORING AND ASSESSMENT

Monitoring is carried out by the Subject Leader/Specialist and class teacher, in the following ways:

- Informal discussion with staff and pupils
- Observation of language displays
- Collection of language planning
- Updating the Subject SEF
- Looking at the work in individual books
- Classroom observation
  
- Completion of self-assessment charts by the children

Opportunities to monitor the children's progress in Primary Languages are made available through the Subject Leaders discussion with the class teacher. The assessment tool FLiC is used to assess the children against a set of 'I can' statements. These are broken down into skill areas. This provides an essential opportunity which helps to inform future planning and assessment as well as clearly showing areas which may require further development. The objectives for FLiC are based on the Age-Related Expectations as set through the Primary ERSIP Languages project (2018). (See Appendix B)



### 13. PHONICS AND GRAMMAR

The learning of phonics plays an essential role in Language Learning. It is a crucial element of all lessons. All lessons will make links to letter sounds and encourage children to learn sounds and actions.

The Take 10 Phonics pack will be used to assist this learning in French. The resources will be used to help develop children's awareness of letter sounds and thus develop their ability to become familiar with new words and vocabulary more easily.

*"Pupils should be taught to understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."*

This statement is taken from the [KS2 Programme of Study for Languages](#). It makes suggestions as to which grammar 'should' be taught, but many indications are broad and generalised such as 'key features and patterns of the language'.

The following is a detailed list of suggestions for the primary Languages teacher indicating which grammar points could be covered at KS2; examples are in French, German and Spanish.

Gender	Subject pronouns	Opinions
Nouns	Regular Verbs	(verbs and adjectives)
Adjectives	Irregular Verbs	Questions
	There is/ are	Imperatives
		Conjunctions

(See Appendix C for a detailed overview)

### 14. INVOLVEMENT OF PARENTS

In the initial stages of language learning, the most useful follow up learning for pupils is to revisit the learning from the lesson with an adult or older sibling. Simply being asked to recall the new language and even 'teach it' to a parent or brother / sister provides an ideal opportunity for the new language to take root in longer term memory. To this end, Woodmansey CE Primary School values the vital contribution of parents to the language learning process.



**Appendix A:** From the Primary Languages Subject Leader Handbook updated Autumn 2019

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*By Kay Ray (ERYC) and Samantha Henderson-Tucker (SLE for PMFL, Molescroft Primary School)*

## A vision statement for language learning in the East Riding of Yorkshire

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Language learning enables pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers. In this respect it is the development of practical, useful knowledge for all 21<sup>st</sup> century young people. Yet it is clear that language learning is not only a matter of developing competence in another language, important though this is. It is about the broader curriculum; about children exploring the relationship between language and identity, about developing an international outlook and an enhanced understanding of the world and their place within it. As the opening statement of the new Programme of Study puts it: *“Learning a foreign language is a liberation from insularity and provides an opening to other cultures.”* This has never been more crucial.

Learning another language is full of rich opportunities to develop pupils’ spiritual, moral and cultural experiences. Intercultural understanding plays a central role in how languages are taught, with themes of identity and our place in the wider world put under the spotlight.

Videos, songs, rhymes and stories all enrich pupils’ experience with cultural insights into other people’s lives. Pupils may try out aspects of another culture in their classroom, such as food, clothes or celebrations, building a positive understanding of key features of personal and national identity, values and beliefs.

Learning a language equips pupils to express themselves in new ways. This develops their immediate sense of belonging to the wider world and starts to prepare them for future opportunities in modern life. Teachers look for opportunities for their pupils to communicate with pupils who speak other languages. This is invaluable for moving beyond stereotypical views of the culture of a country, and discovering that the similarities are as striking as the differences.



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At a deeper level, learning a language confronts pupils with the fact that the way in which they see the world is just one of many possible ways. The words we use for things are arbitrary labels, not derived from the essence of the things themselves. In other languages things are said in different ways. For example a French learner of English would find it odd that we put the adjective before the noun, describing something before saying what it is. Pupils studying for the English spelling, grammar and punctuation test may be relieved to know that in other languages, parts of speech are not necessarily as fluid. Nouns cannot be forced into serving as adjectives, so in Spanish “a cheese sandwich” is “a sandwich of cheese.” Learning a language in KS2 means pupils grow up with this understanding as their world-view is developing, without the defensiveness of an older learner who feels that language learning challenges their settled world-view.

British Values do not have to be defined in opposition to the values of others, just as one family can define what values are important to them, without implying that other families don't have equally valid principles. Learning another language develops an understanding and respect for diversity, removing barriers between cultures. It is also an opportunity to look at shared values and aspirations, such as personal liberty, democracy and the rule of law. It can help us understand that the particular blend of values we cherish is not universal, but is the result of on-going social and historical collective choices.



**Appendix B:** Age Related Expectations document:

**AGE RELATED EXPECTATIONS: Assessment Objectives**

	Year 3	Year 4	Year 5	Year 6
Listening	Understand spoken words and phrases that I have been learning, including classroom language and praise words	Understand basic questions and identify key points in a few short spoken sentences	Understand the main points and some detail in a short text when spoken slowly and clearly	Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.
	Follow along and repeat key words from a song, rhyme or poem.	Join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Join in with familiar stories, songs, rhymes or poems, or parts of them when listening to the source material.	Produce from memory familiar parts of known stories, songs, rhymes and poems.
	Identify letter sounds in another language and use them to help me understand	Use strings of letter sounds to help me understand new words	Listen and apply knowledge of letter sounds to help understand more complex new words and short phrases.	Listen and apply knowledge of letter sounds to help understand new phrases or short sentences.
Listening (& writing)	Listen to the phoneme in isolation and write it accurately.	Listen to high-frequency familiar words when spoken slowly and clearly and apply in writing with understandable spelling.	Listen to and write familiar words reasonably accurately by applying phonic knowledge when spoken slowly and clearly.	Write individual words accurately, building them from written syllables or write short phrases with understandable spelling, when delivery is slow, clear and repeated.



Reading	Understand some familiar written words and short phrases.	Read and understand a range of familiar written phrases and simple sentences.	Read and understand a short text made up of short sentences with familiar language on a familiar topic.	Read and understand a text made up of a range of sentences with some familiar language on a familiar topic.
	Use the visual cues and context to follow the gist of a short text.	Identify the overall type of text from contextual cues and a few familiar words and start to use prior knowledge to work out meaning.	Spot new words introduced into short sentences made up of familiar material and use prior knowledge of the TL and English and the surrounding words to guess their meaning.	Work out meaning of new language introduced into a text made up of mainly familiar material and use prior knowledge of the TL and English and the surrounding words to work out meaning.
	Use a word list to locate specific words.	Use a word list (or dictionary or online resource) to check the spelling of a word.	Appreciate how to use a bi-lingual dictionary and know that there may be more than one entry for each word. Find the meanings of new words.	Use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.
Speaking (& Reading)	Read aloud some words and short phrases I have been learning, applying some phonics knowledge for good pronunciation.	Match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge for good pronunciation.	Read short phrases and sentences accurately that contain mostly familiar language, applying phonics knowledge for good pronunciation.	Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonics knowledge for good pronunciation.
Speaking	Ask and answer simple pre-learned questions from memory and use	Rehearse and perform short role plays drawing on one topic, with 2-3 exchanges and	Ask and answer simple questions on the current topic. Can adapt models successfully to give	Ask and answer simple questions on a few familiar topics, including expressing opinions and



	several short phrases and questions in predictable classroom interaction.	secure pronunciation.	own information, including simple opinions, substituting individual words.	responding to those of others.
	Repeat and say familiar words and short simple phrases, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Use phrases and simple sentences independently (or more complex sentences with support) to describe people, places, things and actions, with good pronunciation.
Writing	Write some single words from memory, with plausible spelling.	Write simple words and several short phrases from memory with understandable spelling.	Write words, phrases and short simple sentences from memory from a familiar topic with understandable spelling.	Write a short, simple text from memory, using simple sentences from familiar topics with understandable spelling.
	Copy words and short phrases accurately.	Write words and phrases accurately using support such as a model or word bank to check	Write sentences accurately on a few topics using a model or a writing frame for support.	Write a few simple and possibly complex sentences accurately using support such as dictionaries, a model or writing frame.
	Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	Change a range of elements in sentences to create new sentences using a model. (e.g. change the noun or adjective or verb or qualifier).	Use a short text as a starting point for an independent piece of writing on a familiar topic, using reference materials to redraft and improve accuracy.	Use a text as a starting point for an independent piece of writing on familiar topics, using reference materials to redraft and improve accuracy.



<p>Grammar</p>	<p>Use indefinite articles in the singular with masculine and feminine nouns</p> <p>Recognise definite articles and plural indefinites.</p> <p>Recognise the definite article with verbs of like / dislike and with sports.</p> <p>Form regular plural nouns.</p> <p>Identify adjective and noun position.</p> <p>Use some singular masculine and plural adjectives correctly.</p> <p>Use the high-frequency verb forms in the 1<sup>st</sup> person (eg j'ai, je suis)(French) or Tengo in Spanish confidently</p> <p>Use of the negative 'ne..pas' or 'No tengo' in Spanish</p>	<p>Use indefinite articles in singular and plural and definite articles in both singular and plural.</p> <p>Use the definite article with verbs of like / dislike and verbs of sport.</p> <p>Use a variety of plural nouns, including some irregular ones.</p> <p>Use adjectives (agreement and position) with more confidence.</p> <p>Can use the connectives <i>and</i>, <i>but</i> and <i>also</i>.</p> <p>Use the high-frequency verb forms in the 1<sup>st</sup> &amp; 2<sup>nd</sup> person (eg j'ai, tu as, je suis, tu es) (French) Tengo, vivo, llamo (Spanish)</p>	<p>Use definite and indefinite articles with increasing accuracy.</p> <p>Can use the connectives in the target language</p> <p>Agree adjectives for number and gender after 'because it is/they are'.</p> <p>Use 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person of several regular verbs in the present tense in addition to the irregular high frequency verbs.</p> <p>Use time phrases such as the days of the week in sentence formation.</p>	<p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Agree adjectives for number and gender after because it is/they are, but still makes errors.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Can use subordinating connectives (if, because) and some may be able to use 'which'.</p>
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**Appendix C:** Grammar Overview taken from the Subject Leader Handbook, updated Autumn 2019 by Kay

Ray and Sam Henderson-Tucker

**A list of grammar points to be covered at KS2**

	<b>French</b>	<b>Spanish</b>	<b>Terminology*</b>
<p><b>Gender</b></p> <p>Awareness of gender as a concept which will be new to most pupils as well as explicit teaching of definite and indefinite articles.</p>	<p>le (m), la (f), les (plural), L' (before a vowel).</p> <p>un (m), une (f), des (some)</p>	<p>el (m), la (f), los (m plural), las (f plural)</p> <p>un (m), una (f), unos (m some), unas (f some)</p>	<p>Determiner</p> <p>Definite article (the)</p> <p>Indefinite article (a/ an)</p>
<p><b>Nouns</b></p> <p>Recognition of nouns in the target language.</p>	<p>-</p>	<p>-</p>	<p>Noun</p> <p>Proper noun</p> <p>Collective noun</p> <p>Abstract noun</p>
<p><b>Plurals</b></p> <p>An ability to recognise nouns in the plural, both by the article and the noun ending.</p>	<p>Most plurals are formed by adding an –s. For example, <i>une vache</i> &gt; <i>des vaches</i> "cows". However, the final –s in French plural nouns is not usually pronounced.</p>	<p>Most plurals are formed by adding an –s. Sometimes there is a spelling change, e.g. pez &gt; peces.</p>	<p>Plurals</p>
	<b>French</b>	<b>Spanish</b>	<b>Terminology*</b>
<p><b>Adjectives</b></p> <p>Awareness of the different position of adjectives in a sentence.</p>	<p>The adjective mostly comes after the noun in French*</p> <p>un livre bleu la règle bleue</p>	<p>Usually adjectives in Spanish come after the nouns they describe:</p> <p>un libro rojo una regla roja unos libros rojos unos reglas rojas</p>	<p>Adjective</p> <p>(Gradable adjective)</p> <p>(Non-gradable adjective)</p>



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<p>Awareness of agreement of adjectives (i.e the ending of the adjective changes depending on the gender of the noun that is being described).</p> <p>As the pattern of adjectival endings is more complex in German, it may suffice to recognise that changes occur, without learning the exact rules which can be covered at KS3.</p>	<p>des livres bleus des règles bleues</p> <p>*la belle maison</p> <p>Predicate adjectives are separated from nouns altogether, but still agree with them.</p> <p>e.g. La maison est belle.</p>	<p>N.B: Adjectives that end in -o have four forms: alto, alta, altos, altas Adjectives that end in -e have two forms: inteligente, inteligentes Most adjectives that end in a consonant have two forms: popular, populares (form plural by adding -es)</p> <p>Predicate adjectives are separated from nouns altogether, but still agree with them. La puerta está abierta (The door is open) Mi padre es viejo (My father is old)</p>	
	<p><b>French</b></p>	<p><b>Spanish</b></p>	<p><b>Terminology*</b></p>
<p><b>Subject pronouns</b></p> <p>Pupils should learn the forms of these, especially: <b>I, You, He/ She/ One.</b></p> <p>The whole paradigm is included for your reference however <b>the essential subject pronouns for active use at KS2 are in bold type.</b></p>	<p><b>je - I</b> <b>tu - you (singular informal)</b> <b>il/ elle/ on - he/ she/ one</b> nous - we vous - you (plural/ formal) ils - they (m) elles - they (f)</p> <p>Pupils should be aware there are two words for you in French and know when they are used.</p> <p>!</p>	<p><b>yo - I</b> <b>tú - you (singular informal)</b> <b>él/ ella/ usted - he/ she / you (singular formal)</b> nosotros- we vosotros- you (plural informal) ellos/ ellas/ ustedes- they (m)/ they (f) / you (plural formal)</p> <p>The subject pronouns are frequently omitted in Spanish.</p> <p>Pupils should be aware there are four words/ verb forms for you in Spanish and know when Tú and Vosotros are used.</p>	<p>Personal pronoun</p> <p>The subject of the clause / sentence....</p>
<p><b>There is / there are.</b></p>	<p>Il y a ....</p>	<p>Hay...</p>	



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	French	Spanish	Terminology*
<p><b>Regular Verbs</b></p> <p>Structure of regular present tense verbs and associated pronouns.</p> <p>Pupils should learn the pronouns and endings of the most frequently used regular verbs, especially: I, You, He / She / One.</p> <p>Pupils will encounter other parts of the verb receptively and learn to recognise their meaning.</p>	<p>Structure of –er verbs.</p> <p><b>jouer = to play</b>  <b>je joue</b>  <b>tu joues</b>  <b>il / elle / on joue</b>  nous jouons  vous jouez  ils jouent  elles jouent</p> <p>Pupils should also learn the associated pronunciation rules.</p>	<p>Structure of –ar/ -er verbs.</p> <p>hablar= to speak  <b>(yo) hablo</b>  <b>(tú) hablas</b>  <b>(él/ ella/ usted) habla</b>  (Nosotros) hablamos  (vosotros) habláis  (ellos/ ellas/ ustedes) hablan</p> <p>Comer = to eat  <b>(yo) como</b>  <b>(tú) comes</b>  <b>(él / ella / usted) come</b>  (nosotros) comemos  (vosotros) coméis  (ellos / ellas / ustedes) comen</p>	<p>Verb</p> <p>Infinitive (e.g. to dance)</p> <p>Regular verb</p>



	<b>French</b>	<b>Spanish</b>	<b>Terminology*</b>
<b>Irregular Verbs</b>  The common verbs To be and to have.	<p>Avoir = to have <b>J'ai</b> <b>Tu as</b> <b>Il/ Elle/ On a</b> Nous avons Vous avez Ils/ Elles ont</p> <p>Être = to be <b>Je suis</b> <b>Tu es</b> <b>Il/elle/ On est</b> Nous sommes Vous êtes Ils/elles sont</p>	<p>Tener = to have <b>(Yo) tengo</b> <b>(Tú) tienes</b> <b>(Él/ Ella/ Usted) tiene</b> (Nosotros) tenemos (Vosotros) tenéis (Ellos/ Ellas/ Ustedes) tienen</p> <p>Ser = to be* <b>(Yo) soy</b> <b>(Tú) eres</b> <b>(Él/ Ella/ Usted) es</b> (Nosotros) somos (Vosotros) sois (Ellos/Ellas/ Ustedes) son</p> <p>*Estar also means to be &amp; is used for states of being, placement &amp; motion.</p>	<p>Verb</p> <p>Infinitive (e.g. to dance)</p> <p>Irregular verb</p>
<b>Opinion verbs</b>	<p>J'adore... J'aime... Je n'aime pas... Je déteste...</p>	<p>Me encanta(n)... Me gusta(n)... No me gusta(n)... Odio...</p>	<p>Verb</p> <p>Infinitive (e.g. to dance)</p> <p>Regular verb</p> <p>Irregular verb</p>
<b>Opinion adjectives</b>	<p><b>Suggestions:</b> excellent fantastique génial intéressant amusant facile nul ennuyeux difficile</p>	<p><b>Suggestions:</b> excelente fantástico estupendo interesante divertido fácil terrible aburrido difícil</p>	<p>Adverbs</p> <p>Gradable adverbs</p>
<b>How?</b>	<p><b>Comment...?</b></p> <p>Comment t'appelles-tu? (Literally: How are you called)</p>	<p>Cómo...?</p> <p>Cómo te llamas? (Literally: How are you called)</p>	<p>Interrogatives</p> <p>Questions</p>
<b>Who?</b>	<p><b>Qui...?</b></p> <p>Qui a un chien ? Who has a dog?</p>	<p>¿Quién? ¿Quiénes...?</p> <p>¿Quién tiene un perro? Who has a dog?</p>	
<b>When?</b>	<p><b>Quand...?</b></p>	<p>¿Cuándo...?</p>	



	<b>C'est quand ton anniversaire?</b> When is your birthday?	¿Cuándo es tu cumpleaños? When is your birthday ?	
<b>Where ?</b>	<b>Où...?</b>  <b>Où habites-tu?</b> Where do you live ?	¿Dónde...?  ¿Dónde vives? Where do you live?	
<b>What?</b>  <b>(Which?)</b>	<b>Qu'est-ce que... ?</b>  <b>Qu'est-ce que c'est ?</b> What is it ?  <b>Qu'est-ce que tu fais?</b> What are you doing? Quel / quelle (What – in the sense of which and is followed by a noun) Quel animal vois-tu? Which animal do you see?  (or followed by the verb être) Quelle est ta matière préférée ? Which is your favourite subject?	<b>Qué... ?</b>  ¿Qué <u>haces</u> ? What are you doing?  ¿Cuál...? (which)  ¿Cuál es tu nombre? What is your name? (literally which is your name?)  In Spanish, use qué to mean which, when followed by a noun:  ¿Qué animal te gusta? Which animal do you like?  but... ¿Cuál es tu animal preferido? Which (what) is your favourite animal?	
<b>Why?</b>	<b>Pourquoi...?</b>  A) J'aime les maths B) Pourquoi? A) I like maths B) Why?	¿Por qué?  A) Me gusta las matematicas B) ¿Por qué? A) I like maths B) Why?	
<b>Imperatives</b> (learnt & used predominantly in the context of classroom instructions)	<b>Répétez! (Formal/ plural)</b>  <b>Répète ! (informal singular)</b>	Repetid!(Plural)  ¡Repíte! (Informal singular)	Imperatives
<b>Co-ordinating conjunctions</b>	<b>Et</b> <b>Aussi</b> <b>Ou</b>	Y Tambien O	Co-ordinating conjunctions
<b>Subordinating conjunctions</b>	<b>Quand</b> <b>Si</b> <b>Parce que/ Car</b>	Cuándo Si Porque	Subordinating conjunctions.  Subordinate clause.

## KS2 Programme of Study: Languages

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### **National curriculum in England**

#### **Purpose of study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

#### **Aims**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

#### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

## Subject content

### Key Stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at Key Stage 3.

### Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (\*) content above will not be applicable to ancient languages.

## Exemplification of the KS2 Languages Programme of Study in the French/Spanish

The KS2 Languages Programme of Study can be found at

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum - Languages.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf).

	<b>Pupils should be taught to:</b>	<b>The SoL enables pupils to achieve the following objectives:</b>
1.	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> <li>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>b) Show understanding by joining in, for example with conversations, stories and songs.</li> <li>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>
2.	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>a) Learn actions which link to phonemes in French (e.g. a, an, in, un, r, u) or Spanish (a – arana, e elefante)</li> <li>b) Be able to make the phoneme-grapheme link in French/Spanish</li> <li>c) Know and apply the rules for silent letters in French and know which letters are silent or sound different in Spanish</li> <li>d) Be able to say and understand rhymes such as tongue twisters.</li> <li>e) Listen and join in with stories and songs.</li> </ul>
3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>a) Understand and give personal information such as name, age, likes and dislikes.</li> <li>b) Ask and respond to simple questions</li> <li>c) Say words and phrases from memory with increasingly accurate intonation and expression.</li> </ul>
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>a) Be able to follow a model to ask and answer a variety of questions.</li> </ul>

		<p>b) Be able to speak in sentences to say what something is (<i>c'est</i> + a noun) (Hay – there are in Spanish) what you have (<i>j'ai</i> + a noun), (French) Tengo – I have in Spanish) who you are (<i>je suis</i> + a noun/ name), what you would like (<i>je voudrais</i> + a noun) using a series of familiar vocabulary and in Spanish be able to use 'Quisiera... or Quiero meaning I would like or I want.</p> <p>c) Be able to use the correct article (<i>un/une/le/la/les</i>) with a noun when speaking in simple sentences. (French) Spanish using the correct article for example los, las, unas, unos, el, le, la, una, un,</p> <p>d) Be able to use simple conjunctions, <i>et</i> and <i>mais</i> in sentences (French) and using 'y' meaning 'and' using 'pero' in Spanish to mean 'but'.</p>
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<p>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</p> <p>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</p>
6.	Present ideas and information orally to a range of audiences.	<p>a) Be able to present information such as personal details and opinions in pairs, groups and to the whole class.</p> <p>b) Be able to present this information in the form of a presentation, song or poem, written and performed.</p>
7.	Read carefully and show understanding of words, phrases and simple writing.	<p>a) Read aloud stories, poems, songs and raps containing familiar language and structures.</p> <p>b) Demonstrate accurate pronunciation and intonation.</p>
8.	Appreciate stories, songs, poems and rhymes in the language.	<p>a) Listen to and interact with stories using verbal and non-verbal responses.</p> <p>b) Take part in (action songs), singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</p>

		c) Respond to the written text and use it s a model for further writing in the target language.
9.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<p>a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</p> <p>b) Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words and use these dictionaries with some accuracy.</p>
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	a) Write sentences and short texts from memory or by using writing frames or picture clues if required.
11.	Describe people, places, things and actions orally and in writing.	<p>a) Be able to give personal details and opinions orally and in writing.</p> <p>b) Be able to describe people and animals and know the correct word order in French for adjectives.</p>
12.	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>a) Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b) Know the first, second and possibly third person singular form of the high frequency verbs <i>être</i> (to be) and <i>avoir</i> (to have) and some commonly used 'er' verbs. (French) or in Spanish use of the verb 'Tener' – to have</p> <p>c) Understand that verbs change their endings according to the subject.</p> <p>d) Know the key feature of the word order of adjectives in French.</p> <p>e) Know how to build sentences using <i>c'est, il y a</i> and the high frequency conjunctions <i>et</i> and <i>mais</i> to link words and phrases. (French) or using words such as 'Hay...' (there are) in Spanish or <i>pero</i> (but) <i>y</i> (and).</p> <p>f) Be able to see how French/Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</p>

		<p>g) Understand and use appropriately basic punctuation in French/Spanish such as a comma, full stop and a capital letter to begin a sentence. In Spanish for example understand the use of the question mark upside down at the start of the sentence as well as the use of the question mark the correct way up at the end of the sentence.</p>
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