

Pillars of progression in Foreign Languages at St Francis Xavier Catholic Primary School:



Language exists in spoken and written forms. It is both produced and understood through listening, speaking, reading and writing. We will help our pupils to develop and demonstrate substantial progress along three pillars:



- phonics: the relationship between sounds and spelling
- vocabulary: words, their meaning, and how to use them
- grammar: how words are put together into sentences

Phonics

To be able to read, write and speak we need to recognise and understand the phonemes and graphemes of the language. We learn to read and write in English using our 'Floppy Phonics' scheme in Early Years and Year 1.

When we learn another language, such as French, it is equally as important to learn the new phonemes and graphemes of that language. For example, in French the grapheme "eu" makes a sound (phoneme) similar to the sound that in English we represent with the grapheme "er". The grapheme "ch" makes the sound "sh".

Our pupils have fun in their French lessons learning this new phoneme/grapheme correspondence

Vocabulary

Pupils learn a range of common vocabulary in order to be able to communicate effectively about a range of everyday topics. For example, to be able to describe people, places and things and to be able to ask and answer simple questions. Vocabulary, such as key verbs, size, colours and numbers is revisited throughout KS2 in different contexts in order to secure it in the long-term memory.

Grammar

Pupils are taught to understand basic grammatical structures including feminine and masculine forms (la and le, une and un) and the conjugation of high-frequency verbs. They learn key features and patterns of the language and how to apply these. For instance, they learn that the position of the adjective in French is usually different to that of English (after the noun) and different ways to structure questions. They learn that some words that are capitalised in English are not capitalised in French such as the personal pronoun I (je) and days and months.

Pupils' knowledge of phonics, vocabulary and grammar must increase step by step with a focus on how they combine so that they can understand and produce ever more complex language. With the teaching of the three pillars in place, pupils will produce and understand more complex and lengthier texts.

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing.

How we put our aims into daily practice

To ensure high standards of teaching, our approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2. It aims to be increasingly demanding and broaden and deepen pupils' linguistic knowledge. We use 'Language Angle!' as our platform for teaching French, as it offers high quality resources and a sequential and progressive curriculum, that is taught from Year 3 up to Year 6.

We implement a curriculum that is progressive throughout Key Stage Two. Each Key Stage 2 class has a weekly 30-minute lesson following the the 'Language Angels' planning. Phrases and vocabulary are practised over the week.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

Any children with identified SEND or in receipt of pupil premium funding will be given support where needed to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.