



Ranelagh Primary School

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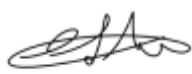
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Acting Headteacher: Mrs O Hopper

Primary Languages Policy

Reviewed on: 16th September 2025 Next

Review due: Autumn 2027

Signed by:  Chair of Governors

Signed by:  Headteacher

Introduction

At Ranelagh we believe that quality language learning fosters an awareness of and curiosity in the world, as well as a valuable understanding into the children's own and others' languages and cultures. We believe that learning a foreign language offers a valuable educational, social and cultural experience for all of our pupils. French is taught in all KS2 classes and KS1 classes are included in our French Days. Our school aims to provide a global dimension to language learning by taking opportunities to incorporate knowledge of other countries and cultures. For example, during assemblies linked to World affairs, our topics or days of celebration e.g. Chinese New Year or a patron Saint's Day. We also celebrate the range of mother tongues we have in our school and will spend time to encourage understanding of where in the world and the cultures these languages originate from. Our foreign language lessons in KS2 aim to offer a great opportunity for children to develop their communication skills including the key skills of speaking and listening, as well as reading and writing.

Aims and objectives:

- to foster an interest in learning other languages
- to introduce children to another language in a way that is enjoyable and fun.
- to make young children aware that language has a structure and that the structure differs from one language to another
- to help children develop their awareness of cultural differences in other countries
- to develop confidence in speaking and listening skills
- to introduce children to simple vocabulary and grammatical structures which can be used in a variety of contexts in the normal school day thus making FL use normal and confident
- to lay the foundations for future language study in Secondary school.

Organisation:

Whilst the teaching of a foreign language is not compulsory at Early Years and KS1, children in Reception as well as Years 1 and 2 enjoy saying their register in French or other language linked to their topic. Also dates, greetings, classroom routines and commands are used in a FL where possible and displayed around the school.

Year 1 and 2 children take part in the Language of the Month assembly and when we celebrate the French language, they have the opportunity to listen to more French vocabulary and find out interesting facts about France and the French culture.

In year 2 pupils have one French introduction session in the summer term when they are introduced to fun activities in French. The children are introduced to general greetings in French as a transition to Year 3.

The teaching of languages in KS2 is in line with the 2014 National Curriculum (40 minutes to one-hour weekly language lessons) to ensure children are given opportunities to develop oracy, literacy and cultural understanding within French (Years 3, 4, 5 and 6).

French is taught in Year 3, 4, 5 and 6, using the Nelson scheme Rigolo. Children start to use the scheme in Year 3 and progress through the units of Rigolo 1 as they progress through the Lower KS2. In Years 5 and 6 Rigolo 2 Units are covered. The software for the scheme has been loaded on to all teacher laptops, for use in all classrooms. The Class Teacher is responsible for the teaching of the curriculum whilst LSA's are encouraged to join in and help to promote the positive attitudes towards language learning. The Rigolo Units taught by each class teacher will be recorded and be communicated to the next year group teacher, at the end of each year, alongside end of year assessments.

Teaching and Learning:

Language lessons aim to be interactive and fast paced, using Rigolo activities, paired work and games, to ensure all children have the opportunity to hear, see and rehearse language in every lesson. Teaching within language lessons and embedding the language across the school day ensures the emphasis of learning is on repetition, allowing the children to constantly consolidate their understanding and vocabulary.

In lessons children will be:

- asking and answering questions
- using and hearing correct pronunciation and grammar
- memorising words and phrases
- interpreting meaning
- understanding basic grammar
- working in pairs and groups to communicate in a foreign language

In line with our school's approach to inclusion, language learning will be made accessible to every child, through differentiation, accessible resources and teacher questioning.

In KS2 each half term the MFL coordinator chooses a French song which is played by the class teacher once a day at least 3 days per week. Also, each teacher has some specific French instructions that they use when they address to the children regardless the topic of the lesson they teach.

Assessment:

All teachers who teach a language will use formative assessment throughout and across language lessons, to differentiate questioning and conversation used for individual pupils. Rigolo assessments for Speaking, Listening, Reading and Writing, will be utilised at the end of a unit of work to assess each child's progress across that unit. Children will be expected to complete a piece of writing within every Unit of Study.

Each child will start a Languages Portfolio (clear folder) upon starting Year 3 and will continue recording their achievements and self-assessments against the Languages-Ladder 'I can' statements through KS2 until Year 6. Children will have a section within their folder where written activities will be completed and Rigolo sheets will be filed. The use of voice recording

technology is used to record children using the foreign language and conversations.

The Stages of the Assessment grid will be used in each term to inform report writing to communicate whether each child is above, below or on track for the expected level for their year group. Stage 1- Year 3 Stage 2- Year Stage 3- Year 5 Stage 4- Year 6. At the end of Year 6 each child's level in Listening, Reading, Speaking and Writing will be recorded and passed on to their high school, if requested.

The FL coordinator will take responsibility for ensuring Ranelagh's assessment is in line with other school's' through moderation of work at pyramid school meetings.

Support for Teachers:

The language structures and vocabulary that teachers need to effectively deliver the formal and informal content of the FL curriculum are limited in scope and can be learnt easily by any enthusiastic primary teacher prior to lessons, whatever the starting point in the language concerned. The Rigolo software provides a model for teachers of pronunciation on all activities. The foreign language coordinator will be available to support class teachers as and when needed in an informal manner.

The FL coordinator will attend cluster meetings whenever possible and will attend appropriate courses regarding new developments for language teaching. This will ensure teaching and learning is in line with other cluster schools and that any good practice, assessment strategies or resources will be shared with staff to support our teaching of languages at Ranelagh.

Monitoring of teaching and learning by the FL coordinator will be used to identify where and when additional support (via staff meetings or INSET training) may be necessary or beneficial.

Real life learning opportunities:

Wherever possible, opportunities should be taken to introduce children to real-life resources, such as maps and menus, for example, to give contexts for their learning of French. This will support children's intercultural understanding linked to France and will help to make language learning purposeful and meaningful. Activities such as writing letters, making posters, making use of ICT to record videos and making PowerPoint presentations will also support children's English skills.

Awards:

We have successfully gained Suffolk Linguamarque Gold level, an award that recognises our Foreign language practice and classroom teaching. To progress further, we aim to ensure continued progress in children's learning and MFL standards in order to achieve the Linguamarque Reaccreditation recognition next.

Resources:

Resources will be maintained and monitored by the FL coordinator but are stored in the lower floor cupboard. These are accessible to all teachers teaching a language:

- Rigolo
- Story sack resources for Cher Zoo and The Hungry Caterpillar
- Range of bilingual story books
- Range of interactive resources to support language lessons; dice, flashcards, French calendars
- Hands-on resources for each Rigolo unit to use during the French lessons
- French resources box in each of the KS2 classes for extra work and fun

Curriculum management:

- Aim to monitor planning in Autumn term, teaching in the Spring term and assessment and marking in the Summer term
- Annual staff audit covering subject knowledge and need for CPD
- The FL coordinator will keep abreast of national and local initiatives and to build these into the school plans