



LLOYD WILLIAMSON
FOUNDATION

The Lloyd Williamson Schools Foundation

Languages Policy and Curriculum Guide

GENERAL STATEMENT

At LWSF, the aim of teaching languages is to stimulate the children's interest and understanding about the lives and languages of people who live in other countries. For those children who have familial links with these languages, we believe that teaching the language gives them a sense of identity and a cultural understanding. They will learn to value their own and other people's languages in modern, multilingual Britain. The main emphasis in all of the aforementioned languages is to reach a basic conversational level, with particular attention to grammar from Minotaurs (Year 5) onwards, though not at the expense of enjoyment. At the Lloyd Williamson Schools the children are also taught Latin from the Unicorns class onwards. This is taught as in the context of social history and used to teach the children about the history of language. Children are encouraged to be able to recognize words and word roots and will have the opportunity to translate between English and Latin and vice-versa. We also offer other languages for specific children who show interest or have a particular need to strengthen their first or second language e.g. Russian, German.

AIMS AND OBJECTIVES

- To foster interest in a variety of languages and to develop an understanding and conversational level that enables children to enjoy all that those languages have to offer;
- To enable children to know about significant facts about the countries associated with the languages they are learning;
- To develop a sense of pride about children's own and other languages;
- To understand how Britain is part of a wider European culture and that there are many major languages;
- To help children understand society and their place within it, so that they develop a sense of their cultural/language heritage.

APPROACHES TO TEACHING AND LEARNING

Planning

We develop termly plans, which give details of appropriate activities, outcomes and resources. In the Lower and Upper Schools, French, Latin and Spanish are taught as compulsory subjects and children are encouraged to learn new vocabulary and engage in role-play exercises which facilitate basic conversation. Teachers generate medium-term plans every half term. The Co-Principal reviews these plans on a regular basis. Short-term planning is left to the judgement of each class teacher. The class teacher keeps these individual plans and can discuss them with the Co-Principal on an individual basis.

Languages teaching staff will:

1. Organise and maintain language teaching resources
2. Implement planned programmes of study
3. Coordinate recording and presentation of the children's work and their own summative assessments
4. Advise the Co-Principal of action required pertaining to resources and standards etc

5. Encourage ways of involving parents in their children's learning and promote liaison between school and home
6. Provide support to LSAs who work in language lessons with their children and so improve the quality and continuity of language teaching and learning throughout the school for all pupils

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each of the languages, whether compulsory or optional, and we build planned progression in our planning so that the children are increasingly challenged as they move up through the school.

Teaching Styles and Strategies

Teachers use a variety of teaching and learning styles in our Language lessons. We believe in making the best use of whole-class teaching methods combined with small group/paired work. We offer them the opportunity to take part in role-play and discussions, and make presentations to the rest of the class.

We recognise that there are children with different abilities in all classes and provide appropriate learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, some children not completing all tasks
- Providing resources of different complexity and print size according to the ability and needs of the child
- Using LSAs to support the work of individual children with SEN

Equal Opportunities

At LWSF, we teach languages to all children, whatever their ability. French, Spanish, and Latin collectively form part of the school curriculum to provide a broad and balanced education. Through our teaching of these languages we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Our assessment of those needs takes in a range of factors: classroom organisation, teaching materials, teaching style, differentiation, to enable each child to learn more effectively.

Some children require an EHCP. In some cases, in consultation with parents, children with significant communication/language needs may not participate in language lessons and have further English lessons instead.

ASSESSMENT, RECORDING AND REPORTING

The languages teachers assess the children's work in class by making informal judgements as they observe the children during lessons. Once the children complete a unit of work, teachers make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the topic. Teachers write reports to the parents in the Autumn and Summer terms. We also hold Parent/Teacher Consultation Evenings and discuss progress and concerns with those who attend. Teachers use their assessments to plan future work and to pass information on to the next teacher at the end of the year.

RESOURCES

Classes have their own stock of resources appropriate to age and ability. Library resources are held centrally. Teachers use a variety of school-based resources and their own personal resources.

We continually review resources in our school to be able to teach all the agreed languages and related topics. We aim to keep these resources in the dedicated Languages Room. There is, in the library, a good supply of topic books pertaining to the countries of the languages taught at the School.

MONITORING AND REVIEW

The monitoring and evaluation of the Languages Policy is the responsibility of the staff in negotiation with the Co-Principal who is responsible for the development of a broad and relevant curriculum throughout the school. This is to be achieved in a variety of ways:

- regular discussions with staff concerning progress of classes, groups and individuals;
- involvement in long and medium term planning for languages;
- regular classroom observation and working alongside colleagues to help identify strengths and weaknesses and to provide support to individual staff as appropriate;
- regular monitoring of resources;
- checking that appropriate opportunities to raise multicultural and gender issues are created and taken in the production of worksheets and other resources.

Updated November 2022
Next Review: August 2024

Lucy Meyer
Principal

Programmes of Study: FRENCH

The following is an agreed topic-based Programme of Study for each year group in the Schools:

EYFS

GENERAL:

- greetings,
- questions,
- commands
- common phrases (to be used as appropriate in all sessions).

ALSO:

- Bonjour/au revoir//a bientôt/a demain
- Merci/s'il vous plait
- D'accord
- Ecoutez/attendez/attention
- Levez-vous
- Asseyez-vous
- Tres bien
- Il faut faire la ligne/le train etc.

- Oui/non
- Comment tu t'appelles?
- Je m'appelle
- Comment ca va?/ca va bien/ca va pas.

NUMBERS:

- up to 10
- Songs e.g. - 'Comptons jusqu'a dix'

COLOURS:

- Rouge, jaune, rose, vert, orange, violet, bleu, blanc, noir, marron, gris.
- Song - Chantons les couleurs

PARTS OF THE BODY

- Song - 'La tete et les epaules'.

SONGS

SPRITES

Reinforce Nursery syllabus

Add to General Section the following:

- Comment ca va?
- Ca va bien, merci, et toi?
- Ca ne va pas.
- Pourquoi ca va pas?
- Parce que j'ai mal a la tete/au ventreetc.
- Je t'aime (name)

NUMBERS up to twenty

- C'est quel numero?
- Song - continue with 'Comptons jusqu'a dix')

EMOTIONS

- Je suis en colere/desole/fatigue/content,etc.

DOMESTIC AND FARM ANIMALS

PEGASUS AND DRAGONS

- General Section of Nursery syllabus to be reinforced throughout.
- Teaching remains oral based using games and songs
- We aim to help the children become confident speakers enhanced with a an appropriate accent

UNICORNS AND GRIFFINS

- General Section of Nursery syllabus to be reinforced throughout the year.
- General words
- Greetings
- Questions Commands
- Commands
- Common phrases (to be used as appropriate in all sessions) e.g.

MINOTAURS

At this point a more structured method of introducing grammar is used.

- Units ten to fourteen of 'C'est Français'
- Glossary pg 106 – 108 will also be referred to.

CENTAURS

- Revision of all grammar – see glossary pg 106 – 109
- 'C'est Français'
- Definite/indefinite/partitive articles
- Agreement and position of adjectives
- Common and regular verb endings
- Common irregular verb endings
- General words
- Greetings
- Questions Commands
- Commands
- Common phrases (to be used as appropriate in all sessions) e.g.
-

We recommend the use of Duo Lingo for reinforcement and revision at home. Vocabulary will be included in each lesson and will be extended throughout. Children will be given regular/ weekly quizzes to ensure that vocabulary is being retained and that they fully understand the topics and the grammatical areas covered. During all lessons, translating comprehensions and dictations will be included.

UPPER SCHOOL ONWARDS (Year 7+)

Aurore and Alban, please can you add / change the topics you cover to this please.

Programmes of Study: SPANISH

The following is an agreed topic based Programme of Study for each year group in the Schools:

Resources

- Es Espanol (Spanish scheme for Primary Schools – Worksheets and activities)

- Games
- Picture Books
- Cassettes/CD songs
- We recommend Duo Lingo for revision and reinforcement at home

Sprites/ Pegasus/ Dragons

- General words
- Greetings
- Questions
- Commands
- Common phrases (to be used as appropriate in all sessions) e.g.
 - Buervos días/ adios hasta luego/ hasta mañana
 - Gracias
 - Por favour
 - Muy bien
 - Sentaos
 - levantantaos
 - eschucad
 - miraol
 - repetid
 - Si no
 - como te llamas?
 - como estas?
- **Numbers** : upto 20
- **Colours** e.g. Rojo- Amarillo, rosa, verde, naranja, azul, negro, violeta, blanco, marron
- **Songs**- Que llueva que llueva
 - Un elefante
 - Cumpleanos feliz
 - Debajo de un boton
 - Tengo los ojos marrones

RESOURCE

- Units 1-4 of Es Espanol.

SENIOR AND UPPER SCHOOLS

Unicorns / Griffins

- Units 5-9 of Es Espanol

Minotaurs

At this point a more structured method of introducing grammar is used

- Units 10- 14 of Es Espanol

Centaurs

- Revision of all grammar- Units 15- 18 of Es Espanol
- Definite/ Indefinite/ partitive articles
- Agreement and position of adjectives
- Common and regular verbs endings
- Common irregular verb endings

Vocabulary will be included in each lesson and will be extended throughout. Children will be given regular/ weekly quizzes to ensure that vocabulary is being retained and that they fully understand the topics and the grammatical areas covered. During all lessons, translating comprehensions and dictations will be included.

Year 7+

Teresa, please can you add what topics are covered from Yr 7 onwards.

LATIN

Our Latin curriculum is based on the Minimus series of textbooks.

We aim to:

- Teach children about the impact the Romans had on the infrastructure and history of Europe
- Help children to recognise that many languages are based on Latin words
- Learn Greek and Roman mythology
- Understand daily life for wealthy Romans, slaves and soldiers
- Understand the history of the Roman invasion of European countries
- Recognise a time-line and that this is in the past
- Begin to confidently use the grammar and vocabulary to translate between English and Latin

Lower School: Griffins and Unicorns

- Minimus Book One
- Daily life of a family in Vindolanda (based on artefacts etc)
- The Geography of Roman Europe
- The effects of the Roman invasion
- Roman and Greek mythology e.g. Medusa, Pandora's box
- Basic vocabulary including greetings, nouns and corresponding adjectives, simple verbs in the present and past

Upper School: Minotaurs and Centaurs

Minimus Book Two

- Greek and Roman Mythology
- Further vocabulary including further verbs tenses.
- Translation of prose from Latin to English

Chalkers

(Latin will become optional from Year 10 when it can be chosen as an IGCSE subject)

- Further vocabulary
- Verb tenses and conjugation

- Translation of texts based on Roman History
- Translation from Latin to English of legends, myths etc
- Translation from English to Latin

Vocabulary will be included in each lesson and will be extended throughout. Children will be given regular/ weekly quizzes to ensure that vocabulary is being retained and that they fully understand the topics and the grammatical areas covered. During all lessons, translating comprehensions and dictations will be included.

Year 7 Onwards

Cambridge Latin Programme and OCR IGCSE for exams.