

St Joseph's R.C. Primary School



Policy for Languages

2019-2020

This policy is written with consideration to our school commitment to the Rights of the Child and in light of us being a Rights Respecting School. Although direct reference to this is not continually made, the policy has been written with full awareness of our commitment to Children's Rights. This policy also complies with Article 28 of the UNCRC 'Every child has the right to an education' and Article 31 'Right to relax, play and take part in a wide range of cultural and artistic activities'

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.

Objectives

The objectives of learning a modern foreign language in primary school are:

- to give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- to foster an interest in learning other languages

- to introduce young children to another language in a way that is enjoyable and fun
- to stimulate and encourage children's curiosity about language
- to encourage children to be aware that language has structure, and that the structure differs from one language to another
- to help the children develop their awareness of cultural differences in other countries
- to develop their speaking and listening skills
- to lay the foundations for future study
- to extend our language teaching beyond mother tongue learning
- to raise staff awareness of and competence in the MFL

Organisation

We teach French to all children from Reception to Y6 in lessons varying from short 10/15 minute lessons to 30 minute sessions in upper KS2. Greetings, registers, classroom routines and praise words are also conducted in another language.

The curriculum

At St Joseph's RC Primary School we refer to the Durham County Council Scheme of Work. We also work from the Early Start French 'Salut! Ca Va'.

We teach the children how to:

- ask and answer questions
- memorise words
- work in pairs and groups, and communicate in MFL.
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Teaching and learning style

We use a variety of techniques to encourage the children to have an active engagement in languages: these include games, role-play and action songs. We

use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We place an emphasis on listening, responding and speaking skills. We use a multi-sensory and kinesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

Planning

The class teacher plans and delivers the lessons following guidance from QCA and Durham County Council. Teachers refer to the Early Start French 'Salut Ca Va', schemes to inform their planning.

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. We assess the children's progress informally during the lessons.

Key stage 2

Teaching focuses 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.

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

Wider Opportunities

Whenever possible the class teachers look for opportunities to enhance their International curriculum e.g. Spanish/French/Greek/Italian food tasting, making authentic food from other cultures.

Resources

We use a wide variety of resources – many of which are already used in school in other parts of the curriculum, e.g. multi-link and dice, beanbags, PE spots. We use songs and stories from different publications. The Interactive Whiteboard, flashcards, CD's and DVD's are used for many aspects of teaching.

Equal Opportunities

The way the lessons and scheme of work are planned takes into account the differences in interests between boys and girls. We avoid gender stereotyping

when organizing into groups and assigning activities. We take into account the differences of religious and cultural beliefs by highlighting religious festivals in the target language countries. Teaching Languages is a vital way to enhance pupils' perceptions and to promote positive attitudes towards cultural diversity.

Special Educational Needs

Children with special educational needs are actively encouraged to participate fully in Language lessons and will be monitored by our SEN Co-ordinator. She will ensure that these children follow the scheme of work in ways that promote their development and self-esteem.

Role of the Subject Leader

The Subject Leader is responsible for long, medium and short term planning. The SL will revise the Schemes of Work in the light of evaluations. The SL also supports the class teachers with the target language and methodology. The SL will lead ideas for celebrating Language Days and Cultural Weeks.

Role of the Governing Body

This policy will be submitted regularly to the Governors of our school for discussion and approval. They will be kept informed through the Head Teacher's Termly Reports of progress in the teaching and learning of MFL.

Parents and the Wider Community

Parent/Carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language learnt every week and help to understand the differences and similarities between cultures.

Monitoring and review

The Subject leader will review this policy annually. This policy will be reviewed in April 2020.