SHANKLEA PRIMARY SCHOOL

Languages Policy

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Languages Policy

Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Languages entitlement, as outlined in the **National Curriculum of England, Key Stages 1 and 2 Framework Document, dated September 2013**. It will form the basis for the development of Languages in the school over the next year. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the **Shanklea Primary School Statement of Intent for Languages** and the **Curriculum Overview 2014-15** document, which gives details of what pupils in each year group will cover.

Purpose of study

Learning new languages prepares pupils for a rapidly changing world in which activities, both business and pleasure, are often carried out in languages other than English. The rise of international relations and commerce means that children need to be equipped with the skills necessary for lifelong language learning. As such, pupils will be encouraged to develop skills that they will be able to access in the future to learn new languages or improve their competence in an existing language. Increasing capability in new languages promotes confidence, initiative and independent learning to investigate and improve existing knowledge of a language. It also encourages diversity and understanding of other cultures.

Aims

At Shanklea Primary School, we have chosen French to enable pupils to make substantial progress in one language. However, other language learning or cultural diversity is encouraged whenever possible. The overall aim in to enrich learning for ALL pupils and to ensure that teachers develop confidence and competence to teach French and use French effectively in other parts of the curriculum. This will include:

- to increase pupil's linguistic competence through regular timetabled lessons in French.
- to exploit other experiences of the languages, such as introducing counting or colours in Foundation and KS1, answering the register in French, labelling school equipment and rooms in French.
- to introduce cultural links, where appropriate, such as finding penpals.
- to provide positive attitudes towards language learning using a creative and meaningful curriculum.

Foundation Stage and Key Stage 1

There is no compulsory teaching of an alternative language at Foundation Stage or Key Stage 1. However, at Shanklea Primary School, we recognise that children can often learn language readily at this age. We therefore provide this opportunity for learning using extra-curricular time in a fun and engaging French Club.

Keystage 2

The teaching of French provides a progressive, appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focusing on familiar and routine matters, using their knowledge of phonics, grammatical structures and vocabulary. The focus of study in French is on practical communication.

Speaking and Listening

Children will:

- encounter a range of situations, presentations and activities which develop confidence, accuracy in pronunciation and overall competence in speaking.
- develop their speaking skills at their own rate.
- improve comprehension skills through a variety of listening and conversational situations.

Reading

Children will:

- be introduced to French phonics using memorable French characters, (grapheme-phoneme relationships to be compared with those in English).
- practise using phonic knowledge to read new vocabulary as it is introduced.
- learn to read sentences and texts to gain awareness of the structure of written French.

Writing

Children will:

- experiment with the writing of simple words and phrases using copying or writing simple words from memory, using phonic knowledge.
- make sentences using models where words are omitted or changed for each sentence.
- Construct their own sentences by referring to vocabulary books or bi-lingual dictionaries.

Progression

Progression takes the form of speaking and listening, followed by reading then writing. It will be supported by the use of increasingly demanding grammatical structures in each new area of learning. For example:

• Nouns	un stylo / le stylo	a / the pen
• Adding adjectives	un stylo rouge	a red pen
• Adding verbs	J'ai un style.	I have a pen.
• Verbs with nouns and adjectives	Elle a un stylo rouge.	She has a red pen.

Curriculum Management

The Languages Coordinator will facilitate the development of French language teaching in the following ways:

- Manage the implementation of the Languages policy.
- Agree, update and communicate the Curriculum Overview document to all Languages teaching staff in line with the teaching and progression requirements outlined in this policy.
- Allocate resources where appropriate.
- Develop suitable strategies and tools to assess learning in French.

- Identify need and arrange training so that Languages teaching staff are confident to teach and assess the learning.
- Make Language teaching staff aware of new developments and resources to support their teaching.
- Liaise with receiving schools to ensure 'secondary ready' needs are planned and reporting of progress at the end of Year 6 is available.

Teaching Responsibilities

Key Stage 2 Class Teachers are responsible for:

- timetabling a period of about one hour on a bi-weekly basis for dedicated teaching of French. (This can be weekly, every other half term, if preferred).
- promoting the use of other languages using labels and display space.

Language Teaching staff are responsible for:

- teaching the year group objectives from the Curriculum Overview document .
- assessing pupil progress in speaking and listening, reading and writing when strategies and tools are available.
- developing, or requesting support for, their own skills and knowledge to deliver their part of the curriculum.
- reporting to parents on the competence and confidence of the children in learning French. No formal levels will be reported at this time.

Assessment

Formative assessment is used to support teaching and learning and inform future planning. The Language Teacher records observations and keeps written evidence to assess children's progress against learning objectives. These informal assessments will be used to identify gifted linguists and those requiring extra support. They will also be used to report to parents. Written Languages work is marked in line with the school's marking policy.

Inclusion

At our school, we teach French to all children in Key Stage 2, whatever their ability and individual needs. The Languages curriculum implements the school curriculum policy of providing a broad and balanced education to all children. Through our Languages teaching

we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Contribution of languages to teaching in other curriculum areas

English

Languages teaching offers opportunities for speaking, listening, reading and writing. Discussion and role-play are important ways for the children to develop an understanding of the fact that people have different ways of speaking, reading and writing. Conversational aspects of the curriculum allow children to formulate answers, articulate ideas and to compare and contrast their views with those of other people in a different language.

Mathematics

In Languages, children will learn numbers in a different language but also the terminology for different aspects of the maths curriculum, such as addition or subtraction.

Personal, social and health education (PSHE) and citizenship

Language teaching contributes to the personal, social and health education and citizenship curriculum by encouraging children to think about diversity. We also encourage the children to develop characteristics, such as attentive listening, reciprocal conversations, confidence and initiative, when using Languages in a wider context.

Spiritual, moral, social and cultural development

The teaching of Languages offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and learn from each other. Through their collaborative and cooperative work, the children develop respect for the abilities of other children, and a better understanding of themselves. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Languages and Computing

Information and communication technology enhances the teaching of Languages. Children use resources from CDs or the Internet to enhance their language skills by listening to native speakers. Younger children are able to use simple nursery rhyme and songs. Older children can use Internet programs to play games and introduce new vocabulary both in the classroom or from home.

Resources

Shanklea has some games and learning resources to support the teaching of Languages across the school. Year 6 classrooms have a number of bi-lingual French dictionaries. Other games and resources are under the control of the Languages Coordinator.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Languages Coordinator. Monitoring will be carried out in the following ways:

- Collection and review of planning across all Key Stage 2 classes.
- Review of evidence and formative assessments made by Language Teachers.