



## Ashton St. Peter's Church of England Voluntary Aided Primary School

### Modern Foreign Languages Policy

Ratified in April 2015

Update in April 2018

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others." The Key Stage 2 Framework for Languages (DfES 2005). Part Two page 4.

#### **Philosophy**

At Ashton St Peter's C of E VA Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Key Stage 2 pupils will learn French. Key Stage 1 pupils will become familiar with other languages through songs and games linked to the Creative curriculum.

#### **Attitudes**

The aims of Primary Languages teaching at Ashton St Peter's C of E VA Primary School are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

## **Aim**

### **Speaking and listening**

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;

### **Reading and writing**

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

### **Intercultural understanding**

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

## **Teaching and learning Primary Languages at Ashton St Peter's C of E VA Primary School**

### **Planning**

At Ashton St Peter's C of E VA Primary School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

### 1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher. The content of these sessions is reinforced by the class teacher during the week.

### 2 Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

### 3 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

### **Intercultural understanding**

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

### **Inclusion**

Primary Languages teaching at Ashton St Peter's C of E VA Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual

children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

### **Planning, resources and staff development**

Teachers attended regular training sessions organised and led by the Primary Languages Consultant for Bedfordshire. The aims of the training were as follows:

- to improve the linguistic skills of the teachers
- to model and practise the lessons to be delivered by the teachers
- to familiarise the teachers with the wide range of resources

The scheme of work that we follow in Years 3 and 4 is based on the 'Wakefield=La Jolie Ronde' Scheme, and the units planned by the Primary Languages Consultant. In Years 5 and 6 we will continue to use the Wakefield Scheme and additional resources to include, French Whiteboard Activities, fiction and non-fiction books, maps, flags, games and DVDs.

### **Monitoring progress and assessing attainment**

Opportunities to monitor the children's progress in Primary Languages are built into our termly planning.

### **Links outside school**

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries. , we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We aim to make full use of Computing links via e-mail and approved sites on the Internet, to find out about life in other countries.

During 'Around the world' fortnight we correspond with a school in Poland, and the children enjoy exchanging information, pictures and work with their counterparts there, and learning first hand about their lives.

We aim to establish a partnership with a French Partner School in Upper KS2 and through this partnership work on linking projects with them (see French Action Plan).

### **Review Procedures**

The School's policy will be reviewed when:

- Every three Years - April 2018
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: April 2015

Chair of Governors