

St Anne's CE (Aided) Primary School



# **Languages Policy**

## **Our School Vision**

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

## **Rationale**

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. We believe that Languages makes a valuable and distinctive contribution to children's education. Our chosen language is French to enable children to make substantial progress in one language.

## **Purpose of Study (National Curriculum)**

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 children 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**

Languages promote an interest and curiosity about the wider world and a sense of European/International Identity. Languages raise children's awareness of being a global citizen.

The aims of Language teaching are to enable all children to:

- ⦿ 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.

## **Subject Content**

In Key Stage 2, the focus of study in modern languages will be on practical communication. Children 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.

## **Languages Curriculum Implementation**

At St. Anne's, we make French an enjoyable learning experience. In KS2, children will begin this experience by having access to French through rhymes and songs. The opportunities for speaking and listening will develop an awareness of other languages and the use of authentic materials will provide an introduction to different cultures.

## **Teaching and Learning Strategies**

Children will continue to develop their language skills with rhymes and songs and will also be introduced to the written word. They will be able to communicate in French by speaking, reading and writing. Teaching and learning will involve repetition of French using a variety of methods, including games and role play. The use of ICT is an integral part of modern language teaching; the use of the internet provides children with a direct insight into other cultures and provide a method of communicating with other countries.

We use the La Jolie Ronde Modern Foreign Language Schemes of Work as the basis for curriculum planning. This scheme ensures that the topics that the children study in French build upon prior learning and meet the requirement of the National Curriculum. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the planned progression built into the schemes of work means that the children are increasingly challenged as they move through the school.

## **Resources**

A central store of resources is kept and maintained by the Modern Language Leader. Many resources can be accessed electronically via the internet/First Class.

## **Assessment**

School policies on assessment and feedback apply to French. Refer to Assessment and Feedback Policies for procedures regarding daily tasks. Assessment of French at KS2 will be based on teachers' judgments as an integral part of teaching the lessons and all recording should be simple and straightforward through subject specific feedback. Assessment sheets are used which cover each area of children's learning and which are completed weekly/half termly as appropriate. Progress will be measured against statements given on the Progression of Knowledge, Skills and Understanding document which will allow for monitoring of progress within and across year groups.

## **Subject Leadership**

The Modern Language Subject Leader is responsible for monitoring curriculum coverage and reviewing medium-term plans for each year group as appropriate. Monitoring of the quality of French education is carried out by the subject leader through an allocation of support and development time. The subject leader produces an annual action plan identifying targets for future action which may form part of the School Impact Plan

## **Equality**

In accordance with the school's SEN Policy and our Quality First Teaching Commitment all children are given work suitable to their age, aptitude and ability.

Children can:

- Be taught concepts through discussion, concrete examples and practical activities.
- More able pupils may need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the language features they are studying.
- Use a wider and more demanding range of sources.

Children should be introduced to aspects of their own culture in Modern Languages. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

## **SMSC and British Values**

As part of cultural development, French provides opportunities for children to develop their interest in exploring, improving understanding of and showing respect for cultural diversity and the extent to which they understand, accept and respect diversity. French also allows opportunities for collaborative learning, enabling children to co-operate together and develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **CPD**

CPD is determined by the needs of staff and the availability and suitability of courses offered.

## **Cross Curricular Links**

Modern Languages compliment the teaching of English in our school by actively promoting the skills of reading, writing, and spoken language. Children's understanding of English can be enhanced by comparing similarities and differences between English and other languages

The awareness and understanding that children develop through counting, understanding the calendar and telling the time in a foreign language, complements skills taught in Maths. Teaching strategies for Modern Languages in this area compliment those used during the teaching of maths in our school.

ICT is widely used during the teaching of Modern Languages. The school uses a variety of software and the internet together with other audio recordings.

The teaching of Modern Languages links with other Foundation subjects. Geographical links can be made when considering the location of countries and comparisons can be made with them and our country. Historical links can be made which help to form a basis of understanding of the heritage and culture of different countries. Children will become aware of how the history of other countries is connected with the history of our country. When learning science related vocabulary, connections can be made with the Science curriculum being taught in our school. PE lessons can be used to practise vocabulary and by using languages to play simple games. Children develop their language skills through songs and rhyme providing links with music. Cultural links can also be made through the teaching of Art and Design, Design and Technology and RE.

The experience of learning a Modern Language can help develop children's social skills by enabling them to communicate effectively with others. It promotes an understanding and respect for the way in which other cultures are different or the same as ours. This experience compliments the issues raised during the teaching of PSHE in our school. It develops the children's awareness of multiculturalism, both in our country and in the world as a whole.