

LANGMOOR PRIMARY SCHOOL POLICY FOR LANGUAGES

All Key Stage 2 pupils have an entitlement to learn a modern foreign language as part of the school curriculum. At Langmoor, we offer a curriculum that inspires curiosity and deepens pupil's understanding of different cultures. The teaching should inspire and excite our pupils to continue studying languages beyond key stage 2. It ensures that the four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across Key Stage 2.

AIMS AND OBJECTIVES

The aims of teaching French at Langmoor are:

- to foster an interest in language learning by introducing children to language early in their school life;
- to help children develop their awareness of cultural similarities and differences;
- to support oracy and literacy and develop speaking and listening skills;
- to enrich learning across the curriculum.

Our intent for LANGUAGES:

At Langmoor Primary School we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Implementation for LANGUAGES

Children develop their love of language learning and develop skills throughout their time in school.

In KS2, children are taught in small verbal sessions by the class teacher, with the opportunity for this learning to be reinforced outside of lessons.

Our school follows a mastery approach to languages, allowing information to be embedded and enriched across the year groups. The outline is planned by the subject leader and then the teachers have the flexibility to approach the unit in their desired way, based on their strengths. In addition to this we also have access to the Language Angels scheme of work for French and Lightbulb Languages for Spanish, which is adapted to meet the needs of our own children. Details of topics covered in each year group can be found on the Languages curriculum area of our school website.

As we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. We have a strong focus on verbal communication and participation to encourage those children with SEND needs to develop a love of learning without the restrictions of written work.

Our languages curriculum is reinforced by our practical approach to French and Spanish. Pupils have the opportunity to participate in role play and shop scenarios, during which they are able to put into practise their language learning and also experience the taste of new foods. We believe this acts as a great motivation for language learning.

Impact of LANGUAGES

Our Language curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures.

These are as follows:

- 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
- recognize and mistrust stereotypes, and understand and respect cultural diversity.

Speaking and Listening

The children will learn to

- listen and respond to familiar spoken words and phrases;
- join in with songs, rhymes, 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;
- memorize and recite words or short texts using correct pronunciation.

Reading and Writing

The children will learn to

- remember letter-sound correspondences and vocabulary, taught and reinforced through word games and watching native speakers;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write familiar words and simple phrases;
- 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 studied language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognize how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated into the daily life of others;
- recognize and mistrust stereotypes, and understand and respect cultural diversity.

TEACHING AND LEARNING

There are two main contexts in which language teaching is delivered to pupils.

1. Dedicated Language Lessons

Children are taught specific skills, concepts and vocabulary in weekly lessons with their class teacher.

In year 3, 4 and 5 children have a French lesson each week, with verbal practice lesson followed by one implementation written task.

In year 6 children have a Spanish lesson per week with one implementation written task.

2. Links to other curriculum areas

Whenever possible, links are made between languages and culture and other areas of the curriculum. Each year group, focuses on a specific country throughout the year. The countries looked at are France, Monaco, The Democratic Republic of the Congo and Mexico.

For example, when learning about World War II in History children study France's role in the war. In addition to planned curriculum links, class teachers also provide pupils with opportunities to practice their language skills during short, informal activities such as classroom games and warm-up sessions in PE.

INTERCULTURAL UNDERSTANDING

Learning another language provides a basis for learning about and appreciating other cultures. It gives children with English as a second language, opportunities to share their experience of language in a relaxed and supportive environment. Although French and Spanish are the main languages taught in lessons, words and phrases from other languages are included whenever possible. French and Spanish cultures and traditions are compared with all other cultures and traditions that the children have experienced.

INCLUSION

Language learning at Langmoor is fully inclusive. No child is excluded by reason of learning or physical difficulties or because English is not their first language. Children with languages other than English often have more advanced language skills. They develop confidence through sharing their knowledge of language with other pupils. Most of the Language curriculum is based on oral language work therefore children with difficulties in Literacy are able to progress just as quickly as other pupils. Activities are differentiated to meet the needs of individual children and support is provided when appropriate.

MONITORING PROGRESS AND ASSESSING ATTAINMENT

Opportunities for children to monitor their own progress in Languages are built into the program of study.

Teacher assessments are based on observations of the child's oral language skills and their ability to achieve lesson objectives. These assessments are used to support teaching and learning and inform future planning. They are also used to identify gifted linguists and those requiring extra support.

If any written Language work is produced, it is marked in line with the school policy on marking. School reports show the child's achievements in relation to the Framework for Modern Language's learning objectives for each age-group.

STAFF DEVELOPMENT

New developments and ideas for developing language skills are shared with all staff during staff meetings or on staff training days. The subject leader liaises with Year 6 teachers from the local High Schools to ensure that there is continuity between the schemes of work at the transition stage.

STAFF MONITORING

Staff monitoring is carried out by the Head Teacher, senior management or the subject leader and is carried out in the following ways;

- Classroom observation;
- Examination of planning;
- Work sampling;
- Informal discussion with pupils;
- Observation of displays.

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