



Primary Languages Policy Northgate Primary School

Rationale

At Northgate 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 their ability to communicate, including the key skills of speaking and listening and extends their knowledge of how language works. 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. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Entitlement

All Key Stage 2 pupils are entitled to foreign language learning in school time. We provide age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6 for one hour per week. The focus language taught in our school is French.

Aims and objectives of Primary Languages education at Northgate

The aims of Primary Languages teaching at Northgate 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 by 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;

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 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;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience as they progress in the language.

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 e.g. 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 Northgate

At Northgate we endeavour to 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.

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

1 Language lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated 1 hour lesson.

2 Language embedded into other lessons

Where appropriate, teachers give children opportunities to practise their French in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a maths 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 may 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?'; 'What is the weather like today?') and to take the register. 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. Classes in KS2 are assigned a French song for children to listen to and join in with each day which links to the language content they are currently learning. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in real-life contexts.

Inclusion

Primary Languages teaching at Northgate 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 and Resources

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school uses a commercial scheme – 'La Jolie Ronde' but this is used flexibly and is supplemented by other resources and activities. Long term planning across KS2 ensures that there is continuity and progression in both skills and content across all year groups.

Recording, Assessment and Reporting

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. For reporting purposes, pupil's attainments in listening, speaking, reading and

writing are given levels based on the Languages Ladder descriptions. Children assess their own progress and keep their own records of achievement using the Junior European Languages Portfolio.

Monitoring and Review

Primary Language lessons are planned and delivered by the Modern Foreign Languages Leader. All staff support the teaching and learning of French through opportunities for 'incidental' language use as described above. Support for less confident staff is available in the form of key vocabulary and phrases cards and modelling of language by the MFL leader. Primary Language provision is monitored by the school management team and a school governor who has been assigned responsibility for this area of the curriculum. School is aiming to achieve a Bronze rating from the Linguamarque programme during the 2017-18 academic year and this aim is included as part of the School Development Plan. The school is also an active member of the Cluster MFL group which meets every term to review progress and share good practice.

Signed

A handwritten signature in black ink that reads "P. Marsden". The signature is written in a cursive style with a large initial 'P'.

Chair of Governors

September 2017

To be reviewed if curriculum change is required