Foreign Language Policy

"Learning a foreign language….should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers, both in speech and in writing.' Languages Programs of Study Key Stage 2 (Department for Education 2013).

Introduction and Rationale

At Coley Primary School, we believe that children enjoy learning to speak in another language and that it provides a valuable educational, social and cultural experience for our pupils.

We believe that it helps them to acquire communication skills such as speaking and listening. In addition, it extends their knowledge of how English or their own language works.

Learning another language gives children a new perspective on the world. It encourages them to understand their own cultures and explore others and to draw conclusions about similarities and differences between cultures.

The new Primary Curriculum specifies that one foreign language is taught, allowing children to make substantial progress in that language.

After discussion with the leadership in the school and teachers in KS2, it has been decided that French will be our main language as it suits the teacher's knowledge and skill set.

Aims and Objectives

The aims of Primary Languages teaching at Coley Primary School are to ensure that all pupils:

- foster an interest in language learning by introducing children to another language in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language;
- support oracy and literacy, and in particular develop speaking and listening skills;

- allow children to express their ideas and thoughts in another language, and to understand and respond to its speakers both in speech and writing, according to their level of ability;
- for children to read, appropriately selected, literature in the original language;
- help children develop their awareness of cultural similarities and differences;
- to provide opportunities for children to communicate for practical purposes and as such, build an understanding of the usefulness of knowing another language;
- lay the foundations for future language study by pupils;

The National Curriculum

For every pupil in Key Stage 2 learning a language is a statutory foundation subject.

The attainment targets below relate to listening and speaking skills; reading and writing skills; and knowledge about grammar:

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when you they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied

Teaching and Learning

Speaking and Listening

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;
- by year 6 children should be able to speak in sentences using familiar vocabulary, phrases and basic language structures;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- make links between the patterns and sounds of language when singing to the spelling, sound and meaning of words;
- take part in conversations, at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts such as traditional rhymes and prepare and give a talk on a familiar subject confidently and with regard for the audience;

Reading and Writing

The children will:

- learn sound and spelling patterns 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;
- develop accurate pronunciation and intonation when reading aloud or using familiar words and phrases;
- 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;
- use ICT where appropriate to support and enhance the children's learning experiences.

Intercultural Understanding

The children will learn to:

- describe the life of children in the countries where the language is spoken, by describing every life routines or customs orally and in writing;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- understand and respect cultural diversity enhancing children's views of the wider world and appreciate cultural uniqueness.

Foreign Languages provides a good platform for teaching and learning about other cultures, and this is incorporated into many other areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Children will be encouraged to make links and connections across all curriculum areas.

Organisation

Language teaching and learning take place in three main contexts:

1. Language lessons
   Children are taught specific skills, concepts and vocabulary in a weekly-dedicated lesson. French lessons are to be taught for approximately 30 to 40 minutes a week in Years 3, 4, 5 and 6 by the class teacher. Teachers can use LanguageNut and other resources to assist them with the teaching of the French Language.
2. Incidental language
   Where possible, teachers will use French words or phrases in everyday school life, such as taking the register. There will also be appropriate vocabulary displayed in the classrooms, to reinforce French vocabulary or class topics.
3. Extra Curriculum Opportunities
   Where possible, opportunities would be made for children to explore by arranging different activities, which give them an opportunity to practice their language skills and fit in with exploring other areas of the curriculum. For example, children could organise a French breakfast for parents or speak French by acting out being in the French resistance during World War II.

Inclusion

Foreign Language teaching at Coley Primary is fully inclusive. No child is excluded because of a learning difficulty, or because they have English as an additional language. Experience has shown that such children can derive

particular benefit from taking part in Foreign 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.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the foreign language.

Planning and Resources

Foreign Languages is planned to meet the requirements set out by the broad guidelines given in the new Primary Curriculum.

The school is delivering the Foreign Language content for French by using the National Curriculum subject matter in combination with a Suggested Progressive Learning Outcomes outlined in the Foreign Languages Curriculum Overview. This document details the learning outcomes for each year group for all the different learning features set out by the National Curriculum. The document gives particular attention to ensuring that there is continuity and progression in both skills and competences across all classes.

The school owns a set of resources to support the learning and teaching of the French language. Teachers are encouraged to explore these resources and use them creatively for the delivery of their lessons. Additionally, teachers use resources from the Internet and have access to LanguageNut to teach lessons.

Resources have been distributed to classes to support teaching and curriculum coverage.

Assessment and record keeping

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader supports teachers and monitors the effectiveness of the procedures implemented.

The role of the Coordinator

The subject leader-coordinator will facilitate the development of languages in the following ways:

- by managing the implementation of the policy;
- by updating the policy and scheme of work in collaboration with the leadership team and the teaching staff;

- by ensuring the implementation of FL is set out in the school's medium and long term action plan;
- by ordering/updating/allocating resources in collaboration with teaching staff;
- by identifying need and arranging CPD so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- by keeping staff abreast of new developments;
- by taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- by supporting staff in developing pupils' capability;
- by attending appropriate courses to update knowledge of current developments and by maintaining links with the Advisory Team for languages;

CPD opportunity for all staff

The languages coordinator attends subject leader meetings and LA CPD to support her work in school and cascade any relevant information to staff during staff meetings and on staff development days.

Training can be made available for other members of staff as required. The coordinator shares new activity ideas with staff or latest information for outstanding lessons during Coordinator staff meetings.

Policy Written by: Mrs Palmira Marin Muela – FL Coordinator

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Policy approved by the Head teacher on:

Date for Next Review: