



West Winch Primary School Primary Languages Policy 2017

Introduction

In our school we teach a Primary Language to all KS2 children as part of the normal school curriculum. We do this for several reasons. Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers. It helps to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Language lies at the heart of ideas about individual identity and community and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language. We believe that many children really enjoy learning to speak another language. Also we believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Aims and objectives

The National Curriculum for Languages aims to ensure that all pupils:

- 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 learned
- Discover and develop an appreciation of a range of writing in the language studied

At West Winch Primary School, we also aim:

- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun
- To make young children aware that language has structure, and that the structure differs from one language to another
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills
- To lay the foundations for future study

These objectives are met using the 5 strands of;

- Oracy (speaking and listening)
- Literacy (reading and writing)

- Intercultural understanding (Insight into the people, culture and traditions of other countries)
- Knowledge about language (increasing understanding of how language works)
- Language learning strategies (e.g. singing, miming, repetition)

Organisation

We teach Primary Languages to children in KS2 for up to 60 minutes a week. This is usually divided into relatively short sessions; a combination of dedicated language lessons and teaching the language for ‘real-life’ purposes. The class teacher teaches the foreign language using mainly specialist resources enhanced with resources from other sources. We teach Spanish to children in Lower KS2 and French to those in Upper KS2.

The intention is that Spanish and French are not taught in isolation, but rather in a cross-curricular manner. As well as relating conventions of the additional language (i.e. speech, grammar, etc.), to those of English, other curriculum areas such as Maths, History and Geography (in the forms of class topics), Art/DT, PE, RE and Music are covered also. This supports the NC and School aims set out above, whilst also providing interactive ways of meeting the 5 strands of oracy, literacy, intercultural understanding, knowledge about language and language learning strategies.

The Curriculum

Pupils 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 of 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.

At the end of each two year course, the children will be able to understand simple spoken and written language, to speak aloud and take part in short conversations and to write simple sentences. They will understand features of different cultures as well as their similarities and differences with life in the UK. Moreover, the children will have an idea about how languages work and how to learn them. This is in preparation for Key Stage 3 and later life, whether Spanish and French are continued and/or whether other languages are learned.

Teaching and Learning Style

We base the teaching on the guidance material in the National Curriculum in England. We have adapted this to the context of our school and the abilities of our children. We use a variety of techniques to encourage the children to have an active engagement in the Primary language: these include games, role-play and songs. We often use puppets and soft toys to demonstrate the foreign language, and we use native speakers in the classroom, interactive whiteboard resources, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills as well as the reading and writing skills. We make literature – stories, songs, poems and rhymes – written in the language available to the children so they can see it in its original nature and learn from it. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of Primary languages. We build children's confidence through constant praise for any contribution they make in the taught language, however tentative.

Teaching a Primary Language to Children with SEN

At our school we teach a foreign language to all children in Key Stage 2, whatever their ability. Through our languages teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. We enable pupils to have access to the full range of activities involved in learning a primary language.

Assessment

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons. The school uses the five strategy strands to evaluate the progress of each child in:

- Oracy
- Literacy
- Intercultural understanding
- Knowledge about language
- Language learning strategies

At the end of each academic term, we conduct informal Teacher Assessments to gauge children's language attainment and progress. These documents are retained by the class teacher and by the subject leader so that, each term, a whole-school review can be conducted into the children's attainment and progress.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The headteacher also reports to the governing body on Primary Languages. The school also liaises with the local secondary schools, using the transfer documents, so that they are aware of the Primary language experience of our children when they move to the next phase of their education.

Primary Languages Policy Adopted: Autumn 2017

Primary Languages Policy Review: Autumn 2019



Heather Habbin - Chair of Governing Body