



BARDSEY PRIMARY SCHOOL

Languages Policy

Date ratified by Full GB:

Member of Staff with responsibility:

Languages Subject Leader

Reviewed and amended:

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Signed:

Chair of Governors

E. J. Ambrose

Primary Language Policy 2019

'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 pupils 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.'

Purpose of Study, National Curriculum, September 2013

Introduction

At Bardsey 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 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.

All Key Stage 2 pupils are entitled to foreign language learning in school time. Bardsey Primary School recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities in formal French lessons for all children in Years 3 - 6 and in Years Reception to Year 2 there is French teaching when the opportunity arises such as when doing the register. The focus language taught in our school is French.

Aims and objectives of Primary Languages education at Bardsey

The aims of Primary Languages teaching at Bardsey 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 in 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
- give an extra dimension to teaching and learning across the curriculum

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, raps 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

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 eg classroom items, display labels, weather chart, date

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 Bardsey

At Bardsey 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. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used whenever possible, to enhance teaching and learning.

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

1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher. French is taught in a whole-class setting, by the class teacher or language specialist in the school. Each class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. Lessons focus on speaking and listening. However, when appropriate, children record written work informally on worksheets or in their 'My Books'.

2 Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language 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 Numeracy 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 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?') 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. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real life contexts.

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Inclusion

Primary Languages teaching at Bardsey 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 in the National Curriculum. The school follows the aims and objectives set out in the National Curriculum to ensure that there is continuity and progression in both skills and content across all classes. With this in mind, the school uses the French scheme of work and planning provided by Twinkl. This enables thorough curriculum coverage as well as a wide variety of resources. The Subject Leader can help give support with planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters and online resources are available for use throughout the school.

Staff development

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through in-school and network workshops and local authority training. The Subject Leader for Primary Languages identifies school needs and circulates professional development opportunities.

Monitoring progress and assessing attainment

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. 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. For reporting purposes, pupil's attainments in listening, speaking, reading and writing can be recorded on the school's SIMS Assessment system. The Subject Leader monitors the effectiveness of the assessment procedures implemented.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken.

Monitoring and evaluation

The Languages Subject leader monitors the planning and delivery of the foreign language teaching on a regular basis. Findings are shared with the SLT and the SEF is updated as appropriate.

M J Knight
Subject Leader
November 2019

To be reviewed:
November 2021