

EASTINGTON PRIMARY SCHOOL



PRIMARY LANGUAGES POLICY

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Introduction:

This policy sets out the school's vision, aims and strategies for the teaching and learning of languages.

Vision and rationale for primary languages:

Language learning enables young people to express their ideas and thoughts in another language, and to understand and respond to its speakers, which is essential, practical knowledge for all global citizens in the 21st century. More than this, it is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it.

Aims for languages:

The overall aim for languages is that pupils develop a deep interest in and appreciation for other cultures, as they learn to understand and express themselves with increasing confidence in French. In our organisation of the Primary Languages curriculum and extra-curricular opportunities, we envisage pupils developing their sense of belonging to the wider world and embarking on a journey towards a wealth of opportunities in their future lives. Pupils will develop specific knowledge of one language, **French**, learning words and structures that enable them to ask and answer questions, listen to, read and understand stories, songs, poems and other short texts, and to write from memory about themselves. At the same time, they will develop language learning skills and strategies that will equip them for the learning of additional languages.

Language curriculum:

The school's KS2 scheme of learning is designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners. To aid progression within our medium-term planning, we draw on the non-statutory KS2 languages framework guidance. All pupils in KS2 learn languages for **no less than 45 minutes per week**, made up of dedicated language lessons and using language for real purposes in daily classroom routines. The languages curriculum is aligned with the whole school learning context, content and aims of other subject areas (where appropriate), to enhance the cohesion of learning experiences for our pupils.

Language teaching methodology:

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the explicit teaching

and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self and family. As learning develops, pupils are given opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. They develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two-three topics. Teachers make use of a wide variety of resources, including books, games, video clips, information-finding (research) and computing. These supplement the Smartboard resources which are used as the focus of the lesson. There are clear links with English, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

Assessment, recording and reporting:

Assessment in languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. During lessons, the class teacher, where appropriate, will unobtrusively assess particular competencies as they emerge in the course of teaching and learning. Pupils' work will be completed in an exercise book, which will be an additional source of ongoing evidence of progress.

This work will be marked in accordance with the school's Marking and Feedback policy. The teacher will informally assess each child in relation to the learning objectives set out in the KS2 programme of study; this information will be passed on to the receiving teacher at the end of each academic year.

For the purposes of transition, we are strengthening lines of communication with receiving secondary schools. We will transfer data at the end of Year 6, as requested, and are happy to provide additional comments and samples of pupil work, if required.

Inclusion:

The school firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive images of languages being spoken by people of both sexes will be promoted. Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress. Any EAL or speakers of languages other than English are encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages. Where access to resources at home is an issue (e.g. ICT or printing), pupils are offered alternative access within school so that their learning is not disadvantaged.

Resources and accommodation:

A wide variety of resources are available. These include: Smartboard resources for QCA units plus corresponding activity resources, teachers' resources, children's books, video clips, CDs, French/English dictionaries (sufficient for one between two children).

Review:

Monitoring is carried out by the Head Teacher in the following ways:

- observation of teaching
- ongoing, informal discussion with teachers and pupils
- review of work in pupil books

This policy will be reviewed every three years.