



## Warden House Primary School Primary Languages Policy

Agreed by the Governing Body:

Review date: Summer Term 2019/20

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language 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**

#### Aims

*At Warden House Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils and we provide opportunities for all children to develop their skills by providing an irresistible primary language experience. Our emphasis is on enjoyment, through practical application, and through cross – curricular linking. 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. We welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken.*

Pupils will:

- Develop communication skills, to be able to communicate is the real purpose of learning a foreign language;
- 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;
- write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt;
- See that learning another language can be enjoyable and fun.
- See language as part of culture and learning the culture is a necessary part of learning a language.
- Have raised awareness and understanding of the cultures of other countries around the world by participating in Language Theme Days.

#### **The Foundation Stage (Reception)**

- Primary Languages is not taught, but incidental language is used.

## **Key Stage 1**

### **'Incidental' language:**

*We aim for languages to be a part of the day to day life of the school. For example, teachers can 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 can be 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.*

## **Key Stage 2**

In year 3, 4, 5 and 6 pupils will:

- Be taught 30 minutes per week;
- 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 or 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.

## **Differentiation and SEN**

*Primary Language teaching at Warden House 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 Language learning activities.*

*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. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.*

## **Cross curricular links**

*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 French; or children may count in French, while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.*

### **Planning and resources**

*Primary Language is planned following the broad guidelines set out in the National Curriculum. The school's Scheme of Work ensures that there is continuity and progression in both skills and content across all classes and year groups. Published resources including fiction and non-fiction texts, posters, CDs and DVDs are available for use throughout the school.*

### **Assessment, recording and reporting**

*Opportunities to monitor the children's progress in French 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.*

### **The role of the subject manager**

*To review the policy and keep the school informed of any curriculum updates.*

### **Review**

This policy will be reviewed by the Culture team as part of the school's two-year review cycle to evaluate the school's progress towards its computing targets, with additional required action to be identified and tracked by the Computing manager.

Progress will be discussed with the school senior leadership team and reported to the governors.

This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

*Hayley Holyer - Primary Languages Coordinator July 2019*