

St John's CEVAP School

Primary Languages Policy



1 Introduction

At St. John's, we believe that the learning of another language provides a valuable educational, social and cultural experience for our children. 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 a challenge for children; 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 by 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.

2 Aims and Objectives

Through teaching a language we:

- develop a cultural understanding of French culture and la Francophonie.
- foster an interest in language learning by introducing children to French in a way that is enjoyable and accessible to all pupils.
- develop knowledge of how French culture and language has a role to play in modern Britain.
- stimulate and encourage children's curiosity about language and creativity in experimenting with it.
- support children's oracy and literacy.
- 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.

3 Curriculum

The National Curriculum 2014 requires all Key Stage 2 children to learn another language. As the school has a French language specialist and in preparation for the transfer to high school, where French is taught, the chosen language for our school is French. The detailed requirements of this are listed below. In addition, we allow Key Stage 1 children to start to learn

French. This is mainly delivered through use of the Linguascope website, songs and books.

3.1 Speaking and listening

Our pupils are given the opportunity 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.

3.2 Reading and writing

Our pupils are given the opportunity 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 e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory (upper Key Stage 2).

3.3 Intercultural understanding

Our pupils are given the opportunity 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.

4 Learning Expectations

4.1 EYFS and Key Stage 1

Children have some planned learning opportunities in French using the Linguascope website, learn songs and play games. This introduces them to French vocabulary and give them a foundation on which to build in Year 3. For example, a class teacher may teach a French song at the end of the day or simply look at the weather on Linguascope. The quantity of French taught is at the class teacher's discretion.

4.2 Key Stage 2

Year 3	Children work at word level, e.g. 'house,' 'blue,' 'cat,' etc.
Year 4	Children work at sentence level, e.g. 'I live in Ipswich.'
Year 5	Children move on to text level; they learn how to put sentences together using a range of punctuation devices and conjunctions, e.g. 'I live in Ipswich; however, I would like to live in France.'
Year 6	Children work at paragraph level.

5 Teaching and Learning

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

5.1 Language lessons

Although primary languages cut across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher with the teaching assistant (if present).

5.2 Language embedded into other lessons

Where appropriate, teachers can give children opportunities to practise French 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. We will also be encouraging staff to mention aspects of French culture and history in all subjects.

5.3 'Incidental' language

Incidental language is where French becomes part of the day to day life of the school. For example, teachers could be encouraged to use the 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. The use of signs and notices in French in all classrooms.

Children could 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. French could also have a greater role to play in assemblies.

6 Inclusion

We are committed to equality of opportunities regardless of race, gender, cultural background, ability or any physical or sensory disability. We aim to make the Primary Languages curriculum accessible to all and accommodate individual needs when appropriate. These needs include, but are not limited to, Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL). As such, teachers plan lessons to cater for different learning styles and aim to present materials using multisensory resources.

7 Planning and Resources

At St. John's, we have subscribed to Suffolk Linguamarque; a system of accreditation, where by schools can work towards gaining Bronze, Silver and Gold. The school uses Linguascope for all years of the school and Rigolo (computer based software) for years 3 and 4, to support the teaching and learning of French.

8 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. We will develop opportunities to meet native speakers through the school's international links. When identified by the subject leader specific CPD opportunities are shared with staff.

9 Monitoring Progress and Assessing Attainment

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Assessment 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 children have access to personal portfolios each lesson and they are asked to complete their on-going assessment sheet when they feel that they have achieved one of the "I can" statements. This is overseen by the teacher.

10 Links outside school

Primary Languages provides our school with an ideal opportunity for making links outside of 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. We will seek to make use of technology, i.e. Skype, email etc. to increase the children's cultural awareness. The school has

established a partnership with the École Bredenarde in Andruicq in the Nord Pas de Calais. We are planning to extend and deepen this working partnership over the next three years.

11 Roles and Responsibilities

11.1 Subject Leader

- To oversee the teaching and learning of French in the school.
- To implement new policies in line with the Primary Languages Action Plan
- To monitor and evaluate the effectiveness of the Primary Languages curriculum.

12 Monitoring and Review

This policy is monitored by the governors of the school. This policy will be reviewed at least every three years.

Signed:

		Date
Version	1.4	
Drafted by	J. Maples	24/04/2017
Reviewed by	C. Harris	01/03/2018
Approved by	Curriculum Committee	02/03/2018
Ratified by		
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