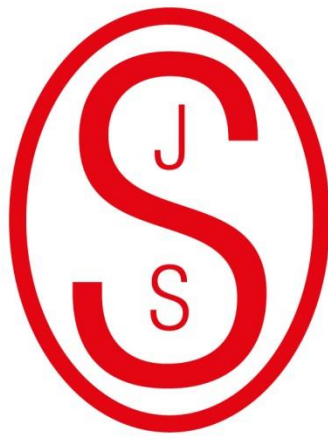


Saltersgate Junior School



Policy for Primary Languages

PERSONS RESPONSIBLE FOR POLICY:

Mr P Chambers: HEADTEACHER
Mrs A Webber: CHAIR OF GOVERNORS

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. (New National Curriculum)

Aims

For every pupil in KS2, Modern Foreign Languages is a statutory foundation subject. The Attainment Targets outlined in the Programme of Study for Languages relate to: listening and speaking skills; reading and writing skills and knowledge about grammar.

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 learnt
- - discover and develop an appreciation of a range of writing in the language studied.

The Rationale for Primary Languages

At Saltersgate Junior School, we believe that:

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

The School's Curriculum Organisation

French is taught in all year groups for an hour a week by the class teacher.

All planning is undertaken by the class teacher in collaboration with the MFL lead.

As part of the curriculum, pupils experience the following:

Speaking and Listening

The children will learn to:

- Listen carefully to sounds and combinations of sounds in order to help them with their own pronunciation.
- Join in songs, rhymes, raps and stories, which enable them to practise speaking French.
- Where appropriate, participate in conversations with peers or adults.

Reading and Writing

The children will learn to:

- Read familiar stories and rhymes in order to gain some awareness of the structure of the language.
- Read, copy and write independently familiar words and simple phrases in context, e.g classroom items, display labels and charts.
- Write sentences from memory.

Intercultural Understanding

The children will learn to:

- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Understand and respect cultural diversity.
- Describe the life of people in France, becoming more familiar with practices and traditions.

Teaching and Learning

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). The school believes that children learn more effectively if they are enjoying what they are doing. Computers are used across the school to motivate pupils and to support teachers with model pronunciation. 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 modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

The school endorses the Framework's five principles to develop a distinctly primary approach to language learning.

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language.
- Use active learning to engage motivation.
- Use games and songs to maximize enjoyment.
- Embed languages in class routines and school life.
- Find cross-curricular links where appropriate.

Cross-curricular Links and Incidental Learning

Where appropriate, children are given the opportunity to practise their language in other lessons. In addition, languages may be taught 'incidentally'. For example, teachers may speak in French whilst taking the register or giving simple commands in P.E.

Inclusion of Looked After Children and Children with Special Educational Needs

All children have individual needs and it is vital that children with Special Needs do not find themselves in an increasingly narrow curriculum. Work should be matched to the needs of the child according to the school's special needs Policy. Class teachers should differentiate work to cater for both less and more able children.

Adhering to the school's Inclusion Policy is paramount within all curricular and extra curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.

Equal Opportunities

At Saltersgate, we work to ensure that all children have the opportunity to gain scientific knowledge and understanding regardless of gender, race, class, physical or intellectual ability. We will ensure that expectations do not limit pupils' achievements and that assessments do not involve any cultural, social, linguistic or gender bias.

Assessment

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and at the end of a unit to assess what the children have learned. There are no national key stage tests, but we do award the children through dojos. At the end of the year, children complete assessment booklets to evaluate their own learning.

Role of the Co-ordinator

Responsibilities include:

- Supporting staff with language learning.
- Updating the policy and scheme of work.
- Where appropriate, providing CPD to ensure all members of staff can successfully deliver the French curriculum.
- By attending courses and liaising with the comprehensive school to ensure there is effective transition between KS2 and KS3.
- Overall monitoring of the curriculum.

Role of the Class Teacher

Responsibilities include:

- Delivering stimulating and enjoyable language experiences for pupils in their class by ensuring pupils are able to use and apply vocabulary taught by the specialist French teacher.
- Communicating with the specialist French teacher to ensure he/she has secure knowledge of the attainment of pupils in the class.

Resources

Resources are purchased as the school budget allows. The library contains twelve French dictionaries, a French music book and several 'activity packs' that can be utilized in the classroom. The school has also purchased a scheme (Language Angels) to support the teaching and learning of the subject.

Teaching resources include:

- Key Stage 2 Languages Framework
- Language Angels Scheme Resources

Links Outside School

We encourage children to share their experiences of visiting or living in other countries. Y6 pupils also have the opportunity to visit Le Touquet in France during the Summer Term and we offer a 'French Day' in school to promote the enjoyment of learning a foreign language.

Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
New Policy				