

# Buxton Primary School

## Primary Languages Policy 2017



### **Introduction**

Primary languages are not a requirement in Key Stage 1, but in Key Stage 2 Language learning is compulsory. Teaching may be of any modern or ancient foreign language, and should “lay the foundations” for foreign language learning in Key Stage 3. Whilst there is no statutory requirement to teach a language in all the Key Stages 2 **classes** we believe it’s an important and valuable part of the curriculum and so encourage teachers in all classes to teach language during the week in Key Stage 2. At Buxton our pupils have an early introduction to primary languages in order to prepare them for KS2 through songs, games and story reading. In EYFS and KS1 children will start learning songs, basic vocabulary and some instructions which will give them a head-start in KS2 and will develop the right attitude towards other cultures and language learning.

### **The significance of Primary Languages.**

*“In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.”*

*(LANGUAGES FOR ALL – LANGUAGES FOR LIFE (DFES))*

The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Increased capability in the use of foreign languages promotes initiative, confidence and independent learning and encourages diversity within society.

### **Subject Aims**

At Buxton we teach Primary Languages in order to enrich the curriculum, encourage diversity and an acceptance and understanding of other cultures and ethnic groups. Our teaching and promotion of languages is an integral part of us also promoting fundamental British Values. We increase tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and as we cover through our PL curriculum.

Our main objective in the teaching of a modern foreign language is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- Increase children's linguistic competence through regular timetabled Primary Language lessons.
- Familiarise themselves with the sounds and written form of a modern foreign language and develop listening skills and phonological & grammatical awareness.
- Begin to understand a new language, and communicate in it
- Learn about different countries and their people and work with materials from different countries and communities, thus increasing their awareness of other cultures.
- Develop a positive attitude towards the learning of foreign languages in general through a range of activities
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
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- Acquire, through all of the above, a sound basis for further study at Key Stage 3.

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.

An effective 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries and understand different cultures.

Pupils are taught to:

- 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;
- 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
- 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
- understand basic grammar appropriate to the language being studied, eg, feminine and masculine forms

### **School Organisation**

The named person responsible for the responsibility of Primary Languages currently is Miss Birks. She facilitates the development of Primary Languages in the following ways:

- By managing the implementation of the Primary Languages policy.
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- By monitoring and carrying out lesson observations to ensure expectations are being adhered to.
- By updating the policy and ensuring the scheme of work is suitable and relevant.
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments and changes to the curriculum.
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability.
- By attending appropriate courses to update knowledge of current developments.
- By liaising with Aylsham High School to ensure transition is managed well.

In addition to the distinct subject time allocation, we have found that there are opportunities on a daily basis to reinforce language work and for children to practise their newly acquired PL skills within the classroom, across the curriculum and in assemblies or Family Learning Days. Registration, numeracy mental warm-ups and class routines can and are often used to practise the target foreign language. Year 2 have welcomed Japanese parents / adults in to look at Japanese food and culture as part of their topic.

It is the responsibility of the head teacher to ensure that statutory requirements are being met (entitlement).

## **Time Allocation**

<b>Class</b>	<b>Language</b>	<b>Time allocated</b>	<b>Delivered by</b>
Reception	Spanish / French /Mandarin (choice made by teacher)	No specific time. Register, songs, games.	Class teacher
Year 1	Spanish/French Teacher's choice	No specific time. Register, songs, games.	Class teacher
Year 2	French/Spanish Teacher's choice	No specific time. Register, songs, games.	Class teacher
Year 3	Spanish	30 mins lesson + non-explicit time, eg register, greetings/ routines	Class teacher and TA
Year 4	Spanish	30 mins+ non-explicit time, eg register, greetings/ routines	Class teacher
Year 5	French	30 mins+ non-explicit time, eg register, greetings/ routines	Class teacher
Year 6	French	30 mins+ non-explicit time, eg register, greetings/ routines	Class teacher

## **Planning and Curriculum**

Planning in Year 3/4 and 4/5/6 is undertaken by the class teacher with support from the Primary Languages subject leader, Miss Birks, if necessary. Where the teachers are more confident teaching language, and understand how language is best taught and learnt, they are encouraged to adapt their lessons appropriately for the cohort of children in their class.

In Year 3 and 4 teachers have access to Early Start a complete and comprehensive scheme of work for Spanish. It includes games, activities and video clips using the native tongue.

In Year 5 and 6 we follow "Salut" which is a interactive scheme of work for French. It has planning, activities, games and video clips and audio files.

As the class teachers / adults receive training, they will begin to adapt the plans for their own classes. In some cases the lessons may be delivered by a Teaching Assistant, or HLTA, but lessons are planned by the class teacher who are ultimately responsible for the teaching and learning, as with all the other lessons.

## **Progression**

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. For example in French,

single nouns and adjectives stylo/rouge pen/red

nouns with appropriate adjective un stylo rouge a red pen

verbs in the first person j'ai un stylo I have a pen

verbs in the third person il/elle a un stylo he/she has a pen

verbs with nouns and adjectives. Il/elle a un stylo rouge he/she has a red pen

In KS2 the children are gradually asked to respond to longer pieces of French. Only oral French is presented at first, with oral responses required. When the children begin to show an interest in the written word, text is introduced in the form of classroom labels and big books, which can be used for shared reading. Salut has stories at the end of each unit which the children are encouraged to read together as a class. Children do begin to write simple questions and vocabulary from Year 5 which is further developed in Year 6.

## **TEACHING METHODS**

A variety of techniques are used to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs. Puppets and soft toys may be used to demonstrate and present the foreign language. Flashcards or other pictorial representations are used too. It is important to avoid using direct translation, as the children will only tune into their home/first language. If other strategies are used, (pictorial / mime) these help children to look for clues and look beyond just the spoken word. CD's, either song or tv programmes, provide an additional model of the spoken language and supports correct pronunciation of the target language.

Many games and activities do not require much verbal explanation at all and children understand very quickly when you communicate through key phrases and mime. Listening, responding and speaking skills (Oracy, Knowledge about Language, Intercultural Understanding and Language Learning Strategies) are emphasised in KS1 and then simple reading and writing skills (Literacy) introduced in KS2. A multi-sensory and kinaesthetic approach to teaching is used to address varied learning styles, i.e. there is a physical element to many of the games, rhymes and songs as this serves to reinforce memory.

Most importantly, our aim is to make lessons as enjoyable and 'fun' as possible so that the children develop a positive attitude to the learning of Foreign Languages and a positive attitude towards people who may be from a different culture or nation. We aim to develop children's confidence through praise for **any** contribution they make, however tentative.

## **ASSESSMENT AND RECORD KEEPING**

Assessment is used to support teaching and learning and inform future planning and carried out by the class teacher or Teaching Assistant. Informal assessments will be used to identify children to have an aptitude for language learning and those who may require extra support. In Key Stage 2 (Year 5 & 6) we currently use an assessment tool which is called a Languages Passport. It is an A5 booklet that encourages the children to track their own progress and identifies their next steps. It also includes a page where the teacher can make a holistic comment about how much or how far pupils have developed their learning. This is not specific to any particular language as the skills that the children are relevant to any language being learnt. ie, Even if the lessons taught are French or Spanish, the children may also be learning about China / Africa in Geography and so will cover a different aspect of the languages curriculum. Eg Intercultural Understanding.

## **Equal Opportunities and Inclusion**

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom language lessons and activities. Our school promotes equal opportunities and fairness of distribution of Language resources. Children with other languages at home are will be encouraged and celebrated to use them for educational benefit and parents are offered advice and support about what might be most appropriate. Efforts are made to ensure that languages used at home, or in the extended family, are highlighted in the classroom once a teacher has been notified or is aware.

Groupings for Language lessons should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance and the aim is to encourage sharing in the experience of using target language in a lesson and "having a go." Language competence is about effective communication, it is not a competitive sport!

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of Foreign Languages by children with special educational needs.

