

LYDIARD MILLICENT CE PRIMARY SCHOOL  
AND  
RIDGEWAY FARM CE ACADEMY

## Foreign Languages POLICY

Member of staff responsible	Sally Fairfax
Committee responsible	Performance
Date agreed with staff	February 2018
Date discussed with pupils	NA
Date agreed at Committee	February 2018
Date approved at Governing Body	March 2018
Frequency of policy review	Triennial
Date next review due	February 2021
Statutory Policy	No
Review Level	Lead Governor Only

### Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	June 2010	Front sheet added & removal of quotes & addition of scheme of work units
	September 2010	Policy changed to reflect variety of languages including after school clubs
2.0	May 2017	Policy changed to update in line with Curriculum 2014 and to include Ridgeway Farm CE Academy.
	Feb 2018	Minor wording changes.

# Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy

## Primary Foreign Languages Policy

### 1.1 Rationale

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

*The Key Stage 2 Framework for Languages*

### 1.2 Aims

- To ensure that all children have the opportunity to learn a foreign language(s), using exciting and dynamic methods which make learning the chosen language fun;
- To encourage confident interaction within the chosen language;
- To give opportunities to speak in a range of situations to practice vocabulary, accent, fluency and comprehension of a modern foreign language;
- To place the chosen language being taught within a context of cultural, social and everyday experiences using the resources available imaginatively to make these experiences realistic;
- To develop speaking, listening, interaction and drama skills;
- To use the strengths of stakeholders to support the teaching of the chosen languages and promote links beyond the school;
- To make links beyond the classroom to support children using their language skills in meaningful communications;
- To build the strength and visual representation of different languages within the school.

## 2 Organisation of Foreign Languages in Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy

Foreign language learning was made statutory for KS2 children with the introduction of the New Curriculum in 2014. Since 2006, all children at Lydiard Millicent Primary School have been learning French. From its opening in September 2016, all pupils at Ridgeway Farm CE Academy have been learning Spanish.

Language teaching is organised according to the following aims:

- It is inclusive and for all children
- It is coherent and operates across
- It is part of a broader curriculum involving language and culture

*Adapted from Languages for All: Languages for Life. A strategy for England p15*

The national curriculum for languages aims to ensure that all KS2 pupils:

- understand and respond to spoken and written language in a variety of situations, including real-life contexts
- 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 (DfE)

## **2.1 Teaching and Learning**

At Lydiard Millicent Primary School and Ridgeway Farm Academy, foreign languages are taught from Reception to Year 6, using the Framework for Languages, which, although designed for Language teaching at KS2, is easily adapted to be introduced in KS1.

The objectives comprise of three clearly progressive core strands of teaching and learning, over the four years of KS2:

- Oracy (Speaking and Listening)
- Literacy (Reading and Writing)
- Intercultural understanding - while Curriculum 2014 places less emphasis on teaching the IU strand, and it is no longer compulsory, its importance is recognized nevertheless, and elements of Intercultural Understanding should still be taught alongside, and through the medium of the foreign language.

In addition two cross cutting strands are included:

- Knowledge about Language (KAL)
- Language Learning Strategies (LLS)

## **2.2 FS/KS1**

Although the framework is designed for pupils in Key Stage 2, we decided to begin exposure to the foreign language in the Foundation Stage and Key Stage 1. Language learning will help children to:

- Develop listening and speaking skills and build confidence
- Encourage and develop children's linguistic and creative skills
- Build positive attitudes to languages and culture
- Develop learning about other countries and cultures

The language work undertaken in KS1 is embedded within routine practices, for example greetings and salutations at the start and the end of day, celebrations such as birthdays and other events and a variety of cross curricular links. In the Reception Class, children are introduced, as appropriate, to basics such as greetings, colours, numbers and basic vocabulary within the context of the classroom. From Y1, regular use of these basics is established and simple topics linked to learning in other areas may be introduced. In Y2, children will be speaking and listening to the foreign language on a regular basis and beginning to read and write (copying) words and short phrases.

## **2.3 KS2**

By Year 3, the routines begun in KS1 are established. Language teaching will follow the objectives for each year group as set out in the Framework for Languages within the context of topics following the Scheme of Work, which allows flexibility so that language teaching can link with class topics in other subject areas. A range of activities and resources is suggested, which may be adapted to fit the needs of the children and themes for other learning within each class. This is supported by a set of core vocabulary and objectives that apply to each year group. Regular activities will include reading and writing as well as speaking and listening. IU, KAL and LLS are naturally embedded within language teaching and learning.

## **2.4 Equal Opportunities**

In teaching Modern Foreign Languages, teachers should take specific action to respond to pupils' diverse needs by appropriately resourcing the classroom environment and planning engaging, differentiated lessons.

## **2.5 Race**

Modern Foreign Languages are themselves a vehicle for exploring a variety of cultures with different sets of attitudes, values and beliefs. It should therefore be used as such as an opportunity for cross-curricular learning, challenging stereotypical images and questioning where we have come from and where we are going to.

## **2.6 EAL Pupils**

Pupils whose first language is not English are given the same opportunities as their peers to learn the foreign language, while bearing in mind that they are already learning English as a foreign language. Because of their general experience of languages, many EAL pupils achieve better than expected in the foreign language taught to the class. Every effort is made to celebrate the languages of EAL and bilingual pupils and pupils from families with other languages.

## **2.7 Gifted and Talented**

Opportunities will be provided for able linguists to extend their learning, primarily through language clubs and cluster language events.

# **3 Effective Teaching and Learning in a Modern Foreign Language**

## **3.1 Teaching Methods**

Primary Languages is best taught little and often. It should be taught weekly, at KS1, up to 30 minutes per week, with an aim of an hour of language learning at KS2. Structure and timetabling of language sessions will vary depending on activities, pupils' needs and the needs of the class.

A range of teaching strategies are used within regular language sessions to support all learners: songs; rhymes; flashcards, games; role play, short discussions using new statements, questions and language; listening activities, ICT based games and observational activities. Where necessary, classroom displays and foreign language texts support and extend pupils in their learning. In KS2, bilingual dictionaries are available for children to use in their independent work.

Many lessons will focus on consolidation, rather than introducing new language. Teacher modelling is provided to support pupils in speaking and writing activities.

Those feeling particularly confident in a foreign language could incorporate it into class routines such as the register and dinner register, with cross-curricular opportunities using the foreign language, such as guided reading/writing, mental maths, singing, PE etc. Where appropriate, use will be made of cross-curricular links, and some teaching in other subjects may be done through the foreign language. Opportunities can be sought to use the target language in class, e.g. for general instructions, praise etc. and children are encouraged to use the language in a range of situations.

Teaching follows the Lydiard Millicent and Ridgeway Farm Schemes of Work for Languages. To ensure progression across KS2, the Schemes has set out the language topics, essential vocabulary and language skills to be covered by each year group (based on the Framework for Languages), and suggests activities based on resources available in school. The framework sets out units of work that provide opportunity for cross-curricular link and the cultural context of the language. These units can be, within reason, adjusted to fit other topics taking place in class.

Informal support and training can be provided by teachers who feel they have a strong aptitude for the subject. Teaching staff are made aware of opportunities for formal training and professional development within the context of languages as part of the usual CPD options. Links with advisors and linguists from other organisations (e.g. secondary school languages departments) are made where possible. To support and enhance children's language learning and their intercultural understanding, links can be made with a country where the language is spoken.

### **3.2 Assessment and Record Keeping.**

#### **3.2.i Books**

In KS2, children record their language learning in their class Topic Books. This will form the child's reference guide, as well as a record of their achievement and assessment. Recorded learning can show a variety of activities, including speaking, listening, reading and writing. Non-written activities may be recorded by means of photos, speech bubbles to show phrases spoken, or simple reflections on a game or roleplay. The pupil record of assessment for each year will be in the back of the book.

Work should be presented and marked according to the school's marking policy. In language lessons, the date can be written in the target language, for example :

Lundi, le 5 Juin 2017  
Lunes el 5 de Junie 2017

Learning objectives or activities may be written or printed in the target language as well as in English, and teachers' written feedback may include a comment in the target language.

### **3.2.ii Assessment of Foreign Languages**

Teachers will assess children's understanding of French informally on a weekly basis, and in KS2, pupils' progress can be checked regularly through assessment tasks related to the key objectives listed in the scheme of work. The teacher should make use of their knowledge of the child's progress throughout the year to form a summative assessment. This will be fed back to parents through the annual report, which will be passed on to their next teacher. In this way, there will be a record of the children's attainment that will follow them through school.

### **4. Monitoring and Review**

This evidence can be taken from:

- Learning walks
- Observations of teaching and learning
- Monitoring of planning
- The annual assessment
- Pupil interviews

### **5. Resources**

Most resources have been purchased with a particular topic in mind and are therefore stored in boxes in classrooms, while others may be used by all staff or shared between classes. A list of language resources stored in school will be available to all staff.