



LANGUAGES POLICY 2022-2023

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Reviewed by: Mrs L Robbins

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Introduction

At Moggerhanger Primary School we teach Languages to all Key Stage 2 children, our predominant chosen language being French. Languages are also introduced right through from Pre-School and Reception in our Early Years Foundation Stage and into Key Stage 1, although this is not a compulsory part of the curriculum.

Intent

We believe that teaching languages promotes the early development of a child's linguistic competence. Learning to speak another language provides a valuable educational, social and cultural experience for our pupils. 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 challenge for children and teachers, 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, 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.

At Moggerhanger Primary School we aim to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils
- stimulate and encourage children's curiosity about language and creativity in experimenting with it
- support oracy and literacy, and in particular 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.

Speaking and Listening

The children will learn 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.

Reading and Writing

The children will learn 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.

Intercultural Understanding

The children will learn 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.

Secondary School Links

Upper Key Stage 2 staff work closely with our partner school Sandy Secondary, which supports eventual transition to Secondary School. It is our aim that our Upper Key Stage Two children will be appropriately prepared for the learning expectations of Languages when they move into Year 7.

Implementation

Early Years and Foundation Stage

Although 'Languages' is not compulsory in the EYFS, languages can be explored under the umbrellas of 'Understanding of the World' and 'Communication and Language' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to understand that a wide variety of languages are used across the world. The pupils are encouraged to talk about their families and events in their lives, and any travel experiences they may have had.

They are beginning to gain knowledge and understanding of the world through:

- Photographs and videos from all over the world
- Listening to stories from all over the world
- Role play activities
- Discussing events and their own travel experiences, as well as those of their families
- Answering the register in different languages

Key Stage One

Although 'Languages' is not compulsory in the Key Stage 1, Languages can be explored through every day lessons and experiences, as well as more specific lessons such as Geography. The children are supported in developing the knowledge, skills and understanding that helps them to understand that a wide variety of languages are used across the world. The pupils are encouraged to talk about their families and events in their lives, and any travel experiences they may have had.

They are beginning to gain knowledge and understanding of the world through:

- Geography
- Photographs and videos from all over the world
- Listening to stories from all over the world
- Role play activities
- Discussing events and their own travel experiences, as well as those of their families
- Answering the register in different languages

Key Stage Two

The following is taken from the Languages National Curriculum 2014.

Purpose of study

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject Content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be 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; 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.

The starred (*) content above will not be applicable to ancient languages.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of languages.

Spiritual development

The study of languages involves a sense of curiosity in the world around them. Spiritual development within languages involves pupils being encouraged to explore different countries, religions from around the world. Pupils also explore their own feelings and meaning and reflect upon topics such as ethical issues include family matters, career aspirations and future ambitions. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs. Pupils also get the opportunity to study global issues, incorporating topics such as the environment. Pupils are encouraged at every opportunity to grow their linguistic skills through the development of their own opinions and values.

Pupils have some opportunity to reflect on religious beliefs and practices in different countries through units on Festivals, many of which are religious or religious in origin. Examples studied would include "Christmas around the world" and "Eid". Our curriculum encourages pupils to reflect on aspects of their lives, and on the universality of human experience. We also aim to include an element of 'awe and wonder' through sharing amazing facts about language and languages where relevant in lessons.

Moral development

Moral development within languages involves pupils being required to evaluate, comment upon and discuss various world-wide moral issues. Pupils will spend time exploring topics such as Healthy Living and Lifestyle, promoting a sense of personal wellbeing. Students consider the political, social, environmental and technological issues from around the world and are encouraged to compare these with British systems and their own experiences.

Social development

Social development within languages is consistently encouraged and required for all language learners throughout their journey. Pupils are continuously required to work both independently and within new circles to enhance their learning. Activities are used within lessons to expose pupils to working with a range of people outside of their usual friendship zones. The pupils also explore the concept of teams and the roles that individuals have to play and how this can impact different situations in daily life. Throughout the curriculum, students are given the opportunity to exercise their leadership skills and are often allocated certain roles within groups which in turn promotes their coverage of the core skills of Language learning.

Cultural development

Cultural development within languages is fundamental. Pupils are consistently encouraged to consider the differences within the British society and how they may compare to those globally. For example, pupils learn about school systems from different countries and how these differ from the UK system. Language lessons will also encourage pupils to broaden their knowledge on topics such as music, cinema, advertising and literature.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain, and the wider world. At Moggerhanger Primary we aim to promote British Values through languages. British Values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the language's curriculum.

Assessment

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and by using planning and learning objectives. Feedback to pupils should be provided on their attainment against the objectives of languages. Pupils are encouraged to improve their own learning performance through the school marking policy.

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, posters, charts, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going languages, including photographic evidence of displays, presentations and visiting speakers.

Languages will be monitored throughout the school by the Languages Coordinator who will be responsible for gathering samples of curriculum work. The Language Coordinator will also monitor languages work and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons will also be monitored to help promote quality of learning and standards of achievement in languages.

Inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise.

At our school we teach languages to all children, whatever their ability. Languages forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our languages teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to languages, are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

For our gifted and talented pupils, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple conversations together in French.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within Languages for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Implementation through Resources

Resources are centrally stored, in Kites classroom. All staff may access them, but they are responsible for their prompt and orderly return. The school's resource base contains interactive games as well as published materials, CDs, DVDs and magazines. The new resources enrich and stimulate children's languages learning. The Languages Curriculum Leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The Languages Curriculum Leader will:

- Ensure that the delivery of languages meets the long-term plan
- Ensure the languages curriculum meets the aims and objectives of the school
- Support, guide and motivate teachers and other adults in their teaching of the subject
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Book scrutiny
 - Scrutiny of planning
 - Lesson observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments

- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Write school development plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.