

St Mary's Catholic Primary School

Policy for Primary Languages



Loving, Laughing and Learning in the Light of the Lord

St. Mary's Catholic Primary School Policy for Primary Languages

"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 Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

At St. Mary's Catholic Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking, listening and extends their knowledge of how language works. Learning another language gives children a perspective on the world, encouraging them to understand their own cultures and those of others.

Aims and objectives of Primary Languages education at St. Mary's Catholic Primary School

The aims of Primary Languages teaching at St. Mary's are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils
- provide an added perspective on early language teaching and learning
- give an extra dimension to teaching and learning across the curriculum
- stimulate and encourage children's curiosity about language
- support development of speaking and listening skills
- help children develop their awareness of cultural similarities and differences
- lay the foundations for future language study by pupils

Language Learning Strands.

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 for 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

- write sentences and short texts independently and from memory.
- follow a progressive scheme of work from the NYCC and/or the ilanguages scheme of work.

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.

Teaching and learning Primary Languages at St. Mary's Catholic Primary School

At St. Mary's Catholic Primary School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. Creativity in language is encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

The language of choice for St. Mary's Catholic Primary is French.

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

1. Languages lessons

Children are taught specific skills, concepts and vocabulary by following either the ilanguages scheme and/or the North Yorkshire Scheme of work (SOL). The NYCC SOL covers 6 key units throughout KS2. Language lessons should be timetabled at KS2 for a minimum of 30 minutes per week with a further 15-30 minutes of language consolidation through cross - curricula teaching - see daily language and language embedded in other lessons for more information.

In KS1 we encourage the teaching of French however this is not a requirement and French is usually taught through songs and games.

2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practice French in the context of lessons in other subject areas. For instance, some instructions may be given in French in a PE lesson; or children may count in French while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3. Daily language

Languages are part of the day to day life of the school. For example, some teachers use French to give simple classroom instructions ('sit down' 'stand up' etc), to ask questions ('how are you?' 'what time is it?') and to take the register. The ilanguages scheme incorporates some ideas in which children can practice their language skills throughout the week. Children are 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.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

In addition- language learning at St. Mary's Catholic Primary School will include:

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design

and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes an introduction to the countries where French is spoken.

Inclusion

Primary Languages teaching at St. Mary's is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children.

Planning and resources

Primary Language is planned following either the ilanguages scheme, which comprises of approximately 30 lessons (number dependant on the year group) throughout the year and/or the North Yorkshire Primary Scheme of Language (SOL). The NYCC scheme shows clear progression through Years 3-6 over 6 key units. The intention is for a unit to be taught over a half term, covering the 6 units over the year. Teachers need to alter planning where necessary to meet the needs of their learners. Published resources include books linked with the SOL such as Chantez plus fort and J'aime Chanter. In addition ICT software (Boardworks) is used to support learning by working alongside planning. KS1 teachers teach from Petites Etoiles. This scheme of work centre's around the use of songs and rhymes to encourage early language learning.

Staff development

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network cluster workshops and local authority training. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built into SOL half termly units. Most assessment is formative and 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.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and we would welcome visiting speakers who are able to talk about life in the countries where French is spoken. We also welcome the expertise and knowledge of specialist teachers who choose to work in our school to enhance our schools language skills.

This policy has been drawn up as a result of staff discussion in accordance with the NYCC Policy for Primary Languages, and approved by the Governing Body.

Agreed on __11.7.18_____

Signed (Governing Body)____H. Utting_____

Signed (Headteacher)____F. Robertson_____

Signed (Coordinator)____L. Gouldsbrough_____