

WALDRINGFIELD PRIMARY SCHOOL



Primary Languages Policy

Introduction

At Waldringfield Primary School, we believe that the learning of a modern 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 and listening, and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Aims and objectives

The aims and objectives of learning a foreign language in our School are:

- to foster an interest in learning other languages;
- to introduce pupils to another language in a way that is enjoyable;
- to explore pupils own cultural identifies and those of others;
- to add an international dimension to pupils' learning;
- to stimulate and encourage children's curiosity about language;
- to develop speaking and listening skills;
- to understand and communicate in a new language;
- to lay the foundations for future study.

The Curriculum

In line with the new Primary Curriculum, children at Waldringfield Primary School are taught Languages throughout Key Stage 2. Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources. However, other languages may be taught at the class teacher's discretion and as relevant to the creative curriculum topics being covered.

Key Stage 2:

At Key Stage 2, children are taught as a whole class. Each class has a timetabled lesson of a minimum of 30 minutes per week, taught by the class teacher or HLTA.

In Key Stage 2, children have the opportunities to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words and phrases;
- interpret meaning;
- understand basic grammar;
- work in pairs and groups to communicate in a modern foreign language;
- gain an insight into life in another culture.

Units of work are distributed across year groups on a two year rolling programme to ensure progression and avoid repetition. They are as follows:

Rigolo 1						
	Units: Cycle A			Units : Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 3/4	1: Greetings	4: Animals and pets; Numbers; Adjectives	6: Food and drink; Numbers; Months	2: Classroom; Colours; Age	3: Parts of the body; Days; Adjectives	5: Family; Alphabet; Household items
Year 5/6	8: Leisure activities; Telling the time	9: Festivals; Numbers; Instructions	11: More food and drink; Party activities	7: Nationalities; Adjectives	10: Directions; Weather	12: Countries: Clothing

The above units are based on Rigolo 1 and are supplemented with Intercultural understanding activities including film clips, real books, festivals, etc. In year 5/6, language expectations are extended to sentence and text level.

Teaching styles

A multi-sensory and kinaesthetic approach to teaching is used, with an emphasis on the use of practical activities that are dynamic and fun. For example, by using songs, games and connections to real life. Lessons regularly focus on speaking and listening, and when appropriate, children record written work in folders which are passed through the years and become a portfolio of their learning.

Equal Opportunities

At our school, we will teach MFL to all KS2 children, whatever their ability and individual needs. Our aim is to present a differentiated curriculum that extends and fulfils the needs and potential of every learner.

Roles and responsibilities:

The Language Subject Leader will:

- manage the implementation of the school policy, updating the policy and scheme of work on a regular basis and in line with new initiatives;
- order, update and allocate resources;
- keep abreast of new developments and communicate these to staff;
- take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- attend appropriate courses and maintain links with the Advisory Team for Primary Languages;
- contribute to the School Development Plan on an annual basis;
- keep Governors informed of recent and current developments.

Class teachers will:

- facilitate the learning of French;
- liaise with colleagues within their key stage;
- assess the work and progress of pupils;
- identify other opportunities for the teaching of Languages.

Senior Leadership Team will:

- provide opportunities for staff to share observation and concerns about the development of French;
- evaluate the School's arrangement for the provision of teaching a foreign language.

Assessment, record keeping and reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. Assessment may be through oral questioning, learning objectives and end of unit assessment. These informal assessments will be used to identify gifted linguists and those requiring extra support.

Monitoring and review:

Monitoring is carried out regularly by the Language Subject leader in the following ways:

- informal discussion with staff and pupils;
- delivery of planning / lesson observation;
- observation of displays