

**Christ Church CE School
Primary Languages Policy
Autumn 2017**



Christ Church
CE Primary School
Regents Park
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Christ Church C of E Primary School
Primary Languages Policy

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Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Christ Church C of E Primary School

Primary Languages Policy

Date of policy: Autumn 2017

Review date: Autumn 2019

Introduction

"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." (DfE 2013)

At Christ Church 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 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.

Following the introduction of the new National Curriculum in 2014, foreign language learning is now a compulsory part of education from Key Stage 2. Christ Church School recognises the importance and value of this addition to the curriculum and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 - 6. The focus language taught in our school is French.

Aims and Objectives

The aims of Primary Languages teaching at Christ Church School 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;

- 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 further language learning at Key Stage 3;
- 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 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 and phrases;
- develop accurate pronunciation and intonation so that others understand;
- present ideas and information orally to a range of audiences.

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 carefully and show understanding of familiar words, phrases and simple writing;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- write words and phrases from memory and adapt these to create new sentences;
- describe people, places, things and actions in writing.

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 materials across the curriculum include a 'flavour' of the countries where the focus language is spoken.

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

At Christ Church 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. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

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

1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the specialist languages teacher. The content of these sessions is reinforced, where possible, in shorter sessions delivered by the class teacher during the week.

2 'Incidental' language

Languages are part of the day to day life of the school. For example; teachers could use the foreign language to give simple classroom instructions ('Come in quietly'; 'Listen'; 'Look'), to ask questions ('Who wants school dinner?'; 'What's today's date?') to take the

register, and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, with 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 real-life contexts.

Progression

Progression takes the form of increasingly demanding structures, based around the principles of hubs around simple verbs. For example, it could follow:

- single nouns and adjectives
- nouns with appropriate adjectives
- verbs in the first person
- verbs in the third person
- verbs with nouns and adjective

Oral French is presented at first with oral responses required. As children become comfortable with the oral pronunciation, the written text will be introduced. Children will begin the learning of written language through 'copy writing' in the first instance, before progressing on to adapting phrases independently to reflect their own thoughts and opinions.

Progression is ensured by following the key objectives in the framework. Children will have the opportunity to work with the 5 strands: literacy, oracy, intercultural understanding, knowledge about language and language learning strategies.

Differentiation

Our aim is to present a differentiated curriculum that extends and fulfils the needs and potentials of every learner.

Differentiation is provided through:

- the modification of tasks and activities that take into account individuals' strengths and weaknesses and enable them to participate at an appropriate level;
- the provision of support by a teacher, LSA or TA;
- the expectations of outcomes of tasks and valuing individual achievements and contributions.

Primary Languages and Inclusion

Primary Languages teaching at Christ Church School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

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. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Planning and Resources

Primary Languages is planned following the guidelines set out in the Languages programme of study: Key Stage 2 (DfE 2013). The school's Scheme of Work (which is updated regularly) ensures that there is continuity and progression in both skills and content across all classes. Teachers collaborate with each other, and with the specialist teacher, over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, and computer software are available for use throughout the school.

Assessment

Opportunities to monitor the children's progress in Primary Languages are built into our termly programmes of study. 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 from time to time we welcome visiting speakers who are able to talk about life in the

countries where the focus language is spoken. We make full use of ICT links via e-mail and approved sites on the Internet, to find out about life in other countries. Christ Church School will hold French Celebration events in which all children take part, and in which parents and other community members are also invited to participate.

Monitoring and Review

This policy is the responsibility of the MFL subject leader, it will be reviewed at least every 2 years or sooner if new guidance becomes available.