

Little Melton Primary School Primary Languages Policy

Philosophy

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. From September 2014, the teaching of foreign languages has been compulsory in Key Stage 2. Although not compulsory in Key Stage 1, we believe strongly in a whole school approach, where languages are taught from Reception to Year 6.

Learning a language enriches the curriculum, providing 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 cultures 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.

In addition to this, language learning:

- stimulates children's creativity
- supports oracy and literacy
- leads to gains across the curriculum
- supports and celebrates fundamental British values and the international dimension

Aims and objectives

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills;
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- where possible, embed learning across the curriculum;
- explore their own cultural identities and those of others.

Teaching styles and procedures

At Little Melton Primary School we will use a variety of teaching and learning styles in our languages lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning.

Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

The details and intentions for our Languages curriculum are outlined in (a) Subject Narrative, (b) Skills Progression and (c) Subject Rationale documents- as they are for all subjects. (See school website). We use the Language Angels resource to support teaching and learning.

EYFS

In Reception, children will receive 20 minutes of Spanish each week. This will be delivered by using Language Angels and will involve reading simple Spanish story books, singing songs, learning basic words and activities that link in with their topic. Other countries and cultures will be discussed, and the children will be encouraged to compare their own daily lives with those in other countries. The emphasis will be on creating an enjoyment of languages and beginning to establish language learning strategies.

Key Stage 1

In Years 1 and 2, Spanish will be taught for 30 minutes every other week. This will be delivered by using Language Angels with the support of a teaching assistant. The emphasis will be to build on the Spanish learnt in Reception, with particular focus on speaking and listening skills. Topics such as greetings, colours and numbers will be revisited and reinforced, and new topics, such as days of the week and animals will be introduced. Towards the end of Year 2, children will be expected to be able to form basic sentences using vocabulary and sentence structures they have been taught. As in Reception, games, songs and stories will supplement the more formal teaching of the language, so as to continue to encourage an enthusiasm for language learning.

Key Stage 2

Our chosen language for Key Stage 2 is French. The new programme of study states that children must make substantial progress in one language at Key Stage 2. We feel that by learning French for four years, our children will make excellent progress and will leave Year 6 with not only a good foundation in French, but having acquired the language learning skills needed to access other languages. The lessons are delivered by using Language Angels. Both classes will receive up to 1 hour of French per week.

The lessons are to include:

- a. learning vocabulary
- b. asking and answering questions
- c. using bilingual dictionaries
- d. teaching of basic grammar and spelling patterns
- e. playing games and learning songs
- f. using language that has been taught in role play situations
- g. researching and learning about life in France

- h. beginning to write phrases and sentences
- i. exploring authentic resources and texts

In addition to this, other resources will be used to supplement the lessons. These include:

- Language Angels scheme of work and interactive resources
- Lightbulb Languages scheme of work and resources
- Websites e.g. BBC Primary Languages
- Apps e.g. Duolingo, Paris 3D Saga, Quizlet
- Songs e.g. Singing French, Chantez plus fort!
- Storybooks e.g. Tchoupi, Ours Brun

Other opportunities for developing language skills will be provided in the form of trips such as to the cinema to see a foreign film, whole school languages events, visits by foreign speakers and international links to partner schools.

Assessment

Currently, there are no statutory guidelines for assessment. Languages will therefore be assessed using Language Angels tool, which draws on the objectives from both the current programme of study and the old Key Stage 2 framework for languages. Children are expected to progress through four stages of language learning throughout Key Stage 2, which are split into the four skills of reading, writing, speaking and listening. In addition to this, children will be encouraged to use methods of self-assessment and peer assessment in order to manage their own learning as well as the teacher informally assessing skills during lessons.

Date of policy: May 2024

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