



**OAKWORTH PRIMARY SCHOOL**  
**“committed to the safety and welfare of its pupils”**  
**LANGUAGES POLICY**

**Introduction:**

This policy sets out the school's vision, aims and strategies for the teaching and learning of languages.

**Vision and rationale for primary languages:**

Language learning is a liberation from insularity and provides an opening to other cultures. It enables young people to express their thoughts in another language, and to understand and respond to its speakers, which is essential, practical knowledge for all global citizens. More than this, it is about young people exploring the relationship between language and identity, comparing British values to those of other cultures, developing an international outlook, and in turn, equipping pupils to study and work in other countries.

**Aims:**

At Oakworth Primary School, we aim to foster attitudes which will instil self-confidence, create a sense of personal excellence and help pupils acquire the knowledge and skills relevant to life and work, enabling them to become a valued member of a fast changing, multicultural world. The overall aim for languages is that pupils develop a deep interest in, and appreciation for, other cultures, as they learn to understand and express themselves with increasing confidence in French. Pupils will develop specific knowledge of one language, French, learning words and structures that enable them to ask and answer questions, listen to, read and understand stories, songs, poems and other short texts, and to write from memory about themselves. At the same time, they will develop language learning skills and strategies that will equip them for the learning of additional languages.

We strive for children to be confident French learners. This means that by the age of 11, we aim for them to be able to:

- 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) .
- 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.

### **Language curriculum:**

The school's four-year KS2 scheme of work is designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners. Our planning is based on the scheme of work, La Jolie Ronde. Pupils in KS2 learn languages for 60 minutes per fortnight. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines. In addition, there are opportunities for the learning of both traditional and modern French songs and rhymes in our weekly SingUp assemblies on Wednesday afternoons. The languages curriculum is aligned wherever appropriate with the learning context, content and aims of other subject areas, to enhance the cohesion of learning experiences for our pupils.

**The overview scheme of work for each year of KS2 is available on our website.**

Our curriculum enables pupils 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 French.
- 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: feminine and masculine 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.

## **Curriculum leadership and management:**

The school's Language Leader, in conjunction with the Headteacher, leads the provision of languages within the school.

The KS2 Language Leader is responsible for:

- Developing a primary languages curriculum which allows substantial progress to be made in French across KS2.
- Leading teaching and learning
- Monitoring and evaluating standards of language teaching and learning across the key stage.
- Managing the resources, which support curriculum delivery
- Implementing arrangements for assessment in primary languages and overseeing the recording and reporting of pupil progress.
- Managing the professional development needs of other teachers involved in the delivery of primary languages.

## **Language Teaching:**

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns.

Pupils then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self, family and pets. As learning develops, pupils are given more and more opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. There are clear links with English, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

## **Assessment, recording and reporting:**

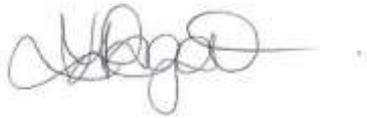
Assessment in languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. Formal assessment of children's attainment is made each term. During lessons, the class teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Pupils' work will be completed in creative curriculum books, which will be an additional source of ongoing evidence of progress. This work will be marked in accordance with the school's policy.

For reporting purposes, each year, and in line with the reporting arrangements for all other subjects, the pupil's individual achievement with respect to the expected learning aims for each year will be communicated.

**Inclusion and equal opportunities:**

The school firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress. Pupils who are speakers of languages other than English are encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages.

This policy will be reviewed every two years, or earlier if necessary.

**Signed:**

Chair of Governors

**Dated:** 20 June 2019

