



“Always try your best to be your best”.

A Statement of Policy for the Languages Curriculum

Values

We believe that learning a foreign language is vital in providing an opening to other cultures. Our aim is to enable children to think and communicate in a different language (French). It is vital that all pupils have an entitlement to the languages curriculum regardless of gender, disability, ethnicity, social class or special educational needs and we will ensure that our provision meets the need of all learners.

Introduction (aims and purposes)

We aim for children to experience other cultures through learning a foreign language. Children are supported in developing an enthusiasm for communicating in another language through interactive and motivating lessons throughout Key Stage 2.

The change in the National Curriculum (2014) has impacted upon the teaching of languages throughout Primary Schools nationally. Although links to literacy have been removed from the new curriculum, Lacewood Primary School has chosen to utilise a scheme of work that incorporates the Talk4Writing approach. This approach is combined with the Borel-Maisonny method; where actions are introduced to support the teaching and memorisation of key French sounds and words.

At Lacewood Primary School, children are supported in developing their ability to communicate in French and to progress their speaking, listening, reading and writing skills. Our aim is to enable children to understand and respond to spoken and written language and to speak with increasing confidence, fluency and spontaneity as they progress throughout Key Stage Two. By the end of KS2, children will be able to write at varying length for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Organisation

Teaching of Languages

Children are taught French within their year groups from year three to year six.

The i-Languages Scheme of work is utilised at Lacewood Primary School to support the teaching of French. This scheme includes a variety of interactive activities and resources, such as IWB presentations, songs and sound clips, to support children in their learning of the language. These activities are based on particular themes for each week, such as colours, food and animals. Children listen to authentic French accents to support the learning of key words and phrases in early KS2. This is developed into the understanding and communication of more complex sentences and conversations towards the end of KS2.

The i-languages scheme of work enables children to make substantial progress in French and provides a balance of spoken and written activities; in addition to games and motivating activities. Techniques, such as the Borel-Maisonny method and the Talk4Writing approach, are incorporated in this scheme to support the development of memory pathways and the rapid retrieval of information from memory stores.

Recording, assessment and reporting

At the end of each school year, children will be assessed by their class teachers using the i-languages assessment plans and also with reference to the National Curriculum levels. Teachers will assess listening, speaking, reading and writing skills within each year group. Teachers will refer to ‘I can’ statements to determine NC levels.



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Role of the Languages co-ordinator:

- To monitor long term and medium-term planning for languages.
- To support the delivery of the i-languages scheme of work.
- To identify the training needs of staff and delivery of some training.
- To support the development of staff confidence when teaching another language.
- To further parental involvement and knowledge by facilitating support and advice through curriculum evenings and disseminating relevant information.
- To work to achieve equality of opportunity throughout the school.
- To plan and lead moderation to include collecting evidence including photographs.
- To contribute to the whole school development plan areas of priority.
- To revise the school’s written policy for languages to include and comply with the framework. Subsequently to maintain it through regular monitoring and evaluation of content and method.
- To deliver INSET on Teacher Days and within staff meetings
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Role of the class teacher:

- To ensure each child has access to languages through a range of sources (the i-languages scheme of work, authentic sound clips, games, workbooks, the internet etc.).
- To plan, recording, delivery and assessment of language activities.
- To motivate children and support the development of an enthusiasm for communicating through a foreign language (French).
- To demonstrate good practise (e.g pronunciation and positive attitude towards learning French).
- To complete portfolios of children’s work with work samples from their year group.

The head teacher, Governors and SMT:

- To ensure opportunities for staff to receive the necessary training in development issues.
- To keep the governing body informed regarding the teaching and developments in languages.
- To contribute to the whole school development plan areas of priority.

SEN and inclusion

All children should have equal access to the languages curriculum in order to develop their personal capability. All activities and resources should be available for all children to access equally; with support being provided for children when required.

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