



## **NORTH FERRIBY C E PRIMARY SCHOOL**

# **LANGUAGES POLICY**

<b>Date of New Policy:</b>	<b>Autumn 2015</b>
<b>Review Date:</b>	<b>Autumn 2017</b>
<b>Policy Type:</b>	<b>School</b>
<b>Co-ordinators:</b>	<b>Lisa Chappelow</b>
<b>Link Governor:</b>	<b>Bill Deakin</b>
<b>Committee:</b>	<b>Curriculum</b>

**Mission Statement:**

**A Christian School with children at  
its heart.**

**Christian Values Statement:**

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

**Ethos Statement for North Ferriby CE VC Primary:**

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

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## **1. Introduction:**

Learning a foreign language is 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.

*'The National Curriculum Reform'*

### **Rationale/Philosophy**

*"In the knowledge society of the 21<sup>st</sup> century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen."*

*"Primary children at Key Stage 2 should have an entitlement to high quality teaching and learning that instils enthusiasm in learning languages, is based on a flexible experience which makes the most of ICT and sets a foundation for future learning and success."*

*"If a child's talent and natural interest in languages is to flourish, early language learning opportunities need to be provided, and their aptitude needs to be tapped into at the earliest opportunity when they are at their most receptive."*

*"Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture."*

*Languages for All: Languages for Life*

## **2. Aims:**

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

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

### **Subject Content**

Teaching should focus on enabling pupils to make substantial progress in a modern language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in Modern Languages will be on practical communication.

Pupils should be taught 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 the language
- 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, such as (where relevant): feminine, masculine and neuter 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.

### **3. Planning:**

Children in the South Hunsley Partnership Primary Schools learn French.

Each group receives an average of 30-40mins each week.

Miss Walters delivers French lessons to all classes in Year 3/4.

Mrs Chappelow delivers French lessons to Year 5/6.

Year 5/6 are currently undertaking a Twinning Project headed by John Holt from the Twinning Association Committee for North Ferriby. The school now has the opportunity to pair up with a similar school in France, which allows the children communicate with native speakers in the target language.

Schools follow the National Languages Strategy:

- QCA Key Stage 2 Scheme of Work for Modern languages

- East Riding version of the KS2 Scheme of Work

The QCA Primary Languages Scheme of Work is based on the guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). The East Riding Scheme of Work ensures that there is continuity and progression in both skills and content across all classes. It is based on an edited QCA Scheme of Work for which a full set of resources (audio-visual, Word and Smartboard) has been provided for all schools. These resources are intended to support non-specialist teaching of languages.

#### **4. Links with other Curriculum areas:**

Literacy links are created through the writing of letters to pen-pals in France as part of the Twinning Association project. Simple language can be reinforced during P.E lessons such as the traffic light game using French colours. Classroom routines can also be conducted in French to consolidate learning, such as taking the register and giving basic commands.

#### **5. Assessment:**

All work undertaken within the cluster has been carried out with the inclusion of secondary schools. From the outset, decisions regarding the provision and delivery models have been made collaboratively. This ensures parity of experience, effective progression and continuity from KS2 to KS3.

#### **6. The Role of the Coordinator:**

- To support colleagues with the delivery of the curriculum across the Foundation Stage and both Key Stages ensuring continuity and progression.
- To evaluate, with colleagues, the effectiveness of teaching through topics and make changes to the long term plan accordingly.
- To keep abreast of current developments and training opportunities and disseminate information to staff.
- To arrange any appropriate inset training.
- To order and audit appropriate resources.

#### **7. Health and Safety:**

Pupils follow the school rules.

#### **8. Equal Opportunities:**

All children should have the opportunity to participate in Languages regardless of race, creed, ability or gender. Where necessary, adaptations will be made to resources to accommodate individual needs. Cluster primary schools aim to inspire, motivate and encourage language learning regardless of ability through interesting, engaging activities that appeal to all learning styles, exploiting accelerated learning techniques. Differentiation will ensure that both gifted and special needs pupils have access to the subject.

#### **9. Special Educational Needs and Disability (SEND):**

The class teacher differentiates lesson plans in Modern Languages in the same way as in other subjects. The teacher chooses a differentiated approach for different tasks as seems most appropriate for the class. The teacher aims to meet the needs of all children, including children with Special Educational Needs and to ensure that tasks challenge the needs of Gifted and Talented children.

Strategies adopted:

1. Open-ended tasks
2. Ability groupings within the class
3. Resources of different complexities
4. Peer support

## **10.Christian Values:**

Our core Christian values are Friendship, Forgiveness, Trust, Service and Creation. Examples of how some of these values are explored through the Languages curriculum are as follows:

**Friendship and Creation:** Language learning enables children to develop international relations and create lasting friendships through positive communication and heightened cultural awareness.

## **11.Skills for Life:**

Pupils develop:

- . communication skills
- . independent thinking
- . appreciation of other countries and cultures