

## **Primary Languages Policy**

### **1. Introduction**

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Primary Languages curriculum at Nelson Academy. This document describes the aims and principles for the teaching of French (our chosen language). It has been written by the primary languages coordinator and will be reviewed annually.

### **2. Intent**

At Nelson Academy, our aim when teaching French - which is our foreign language of choice - reflects the National Curriculum's belief that we can liberate our children from insularity and provide an opening to other cultures. We want children to have the opportunity to deepen their understanding of the world and enjoy learning a second or maybe even a third language! We encourage our pupils to learn through creative activities such as song and dance. Children are encouraged to develop their awareness of cultural differences between countries. We strive to embed the skills of speaking, listening, reading and writing to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

### **3. The National Curriculum (Aims)**

The national curriculum for languages aims to ensure that all pupils:

- 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
- discover and develop an appreciation of a range of writing in the language studied.

#### **4. The National Curriculum (Attainment Targets)**

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 Languages – key stage 2
- understand basic grammar appropriate to the language being studied, including (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.

#### **5. Organisation and time spent on teaching:**

##### **Languages in Early Years and Key Stage 1**

Languages are not statutory in EYFS and KS1, however we encourage the love of languages at an early age. Here at Nelson Academy, we embrace the languages and cultures of others and often greet others or answer the register in another language. Young learners also enjoy songs and chants in other languages. In September 2018, we introduced a weekly French session for year 2. The aim of these lessons is to lay the foundations for future linguistic development, specifically in listening to new and familiar sounds, looking at the mouth of the speaker, repeating words and phrases and speaking independently with confidence.

##### **French in Key Stage 2**

French in KS2 is taught in class groups, by the class teacher. Classes in KS2 receive one 45 minute session of discrete teaching per week and also implement the language throughout the week.

The lessons will allow children to:

- Take part in a wide range of speaking and listening activities e.g. role play scenarios.
- Write increasingly complex words, phrase and sentences.
- Share, read and participate in traditional French stories and rhymes.
- Learn about traditional French customs and aspects of French culture and compare them to their own.
- Play games to support the learning of new vocabulary.

The emphasis is on whole class teaching but there are opportunities for children to work individually, with a partner or as part of a small group to complete a task. Planning is provided by the Rigolo Scheme and we are in the process of implementing more writing opportunities in years 5 and 6.

### **6a. Cross-Curricular Aspects**

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the English curriculum. There are also opportunities to link to the PSHE and citizenship, geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. 'Language enrichment days' are organised on an annual basis. Children are immersed in the linguistic and cultural activities for one day with appropriate links to their learning in other subjects.

### **6b. Information Communication Technology**

ICT is used to enhance the delivery of language through interactive presentations and activities. Rigolo uses interactive games and presentations to interest the learners and also support class teachers as it provides a native French speaker to aid pronunciation.

## **7. Teaching Methods**

- 1 Sharing the objectives and purpose of the learning with the class and ensuring the pupils know what they are learning;
- 2 Adopting a communicative and interactive approach with an emphasis on a kinesthetic learning style.
- 3 Presenting a language model for oracy and literacy skills.
- 4 Practising and producing language individually, in pairs and in groups.
- 5 Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT.
- 6 Relating aspects of the new language to children's existing knowledge.
- 7 Exploration of the differences and similarities between the new language and any language they already know.

### **Teaching Plans**

#### **French in Key Stage 2**

French lessons follow the yearly curriculum map. Lesson plans are used from Rigolo and adapted/supplemented by the class teacher.

## **8. Assessment, moderation, recording and reporting**

### **French in Key Stage 2**

The class teachers assess each child's progress with reference to the attainment of pupils in end of unit tests and class observations of listening and speaking activities and written evidence in the workbooks. Children's attainment is then recorded on pupil asset three times per year (Autumn 2, Spring 2 and Summer 2) Parents receive an annual report about their child's progress in French.

## **9. Resources**

The teachers have access to a range of quality resources kept in a central area, such as: books, puppets, dictionaries, flashcards, games and music on CDs. Teachers also have access to plans, songs, Smartboard resources and games on the server.

It is the responsibility of all staff to:

- Check the availability of MFL resources needed to complete a unit of work.
- Use resources economically.
- Maintain resources in a tidy and orderly fashion.

## **10. Parental Involvement**

Parents are encouraged to assist the school in promoting a positive attitude towards the learning of a foreign language. Some families already speak a second language at home which provides children with skills that they can apply to learning another language. We welcome families to come in and share their language and culture with others and have had a good contribution to the International food evening (annually).

## **11. SEND and Classroom Support**

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt.

## **12. Equal Opportunities**

In keeping with the school policy on Equal Opportunities the teacher will be aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

## **13. Health and Safety**

Health and safety arrangements are in line with the school policy.

## **14. The Role of the Coordinator**

The main task of the coordinator, in consultation, is to support class teachers and so improve the quality and continuity of Modern Foreign Language teaching in the school.

The coordinator is responsible for:

- 1 Supporting and working with colleagues, and keeping them informed;
- 2 Discussing progress in Primary Languages and any issues as they arise;
- 3 Providing advice about the primary languages policy;
- 4 Co-ordinating the use of classroom resources;
- 5 Keeping up-to-date, through reading and attending relevant courses, and by developing links with the external agencies.