

ENSTONE PRIMARY SCHOOL



Primary Languages Policy

Aims and Objectives

Learning a Modern Foreign Language promotes an interest and curiosity about the wider world and a sense of European/International Identity. Languages raise children's awareness of being a global citizen.

The aims of Primary Language teaching at Enstone are to enable all children 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
- develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages

Teaching and Learning Style

At Enstone Primary School we aim to make Primary Languages an enjoyable learning experience.

At KS1, children will have access to other languages through rhymes and songs and the introduction of some simple vocabulary. The opportunities for speaking and listening will develop an awareness of other languages and the use of authentic materials will provide an introduction to different cultures.

At KS2, children will continue to develop their language skills with rhymes and songs and will also be introduced to the written word. They will be able to communicate in other languages by speaking, reading and writing. Primary Languages lessons will be timetabled weekly for children in Key Stage 2 and opportunities taken to further embed language learning by using target language in assembly and registration times, as well as making use of cross curricular links. Teaching and learning will involve repetition of languages using a variety of methods, including games and role play. The use of digital technology is an integral part of Primary Language teaching.

Modern Foreign Language Curriculum Planning

Primary Language teaching at Enstone reflects the aims, attainment targets and programme of study of the National Curriculum in England, 2014. The chosen language in Key Stage 2 is French. Study units from the online program "Twinkl" form the basis of our long term planning and provide good support for the non-specialist. The topics that the children study build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Subject Content

Pupils will 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, 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

Cross Curricular Links

Primary Language teaching complements the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children's understanding of English can be enhanced by comparing similarities and differences between English and other languages. The awareness and understanding that children develop through counting, understanding the calendar and telling the time in a foreign language, complements skills taught in Mathematics. Digital Technology is widely used during the teaching of Primary Languages. The school uses a variety of software plus online resources, together with videos and other audio recordings.

The teaching of Primary Languages links with other Foundation subjects. Geographical links can be made when considering the location of countries and comparisons can be made with them and our country. Historical links can be made which help to form a basis of understanding of the heritage and culture of different countries. Children will become aware of how the history of other countries is connected with the history of our country. When learning science related vocabulary, connections can be made with the Science curriculum being taught in our school. PE lessons can be used to practise vocabulary and by using languages to play simple games. Children develop their language skills through songs and rhyme providing links with music. Cultural links can also be made through the teaching of Art and Design, Design and Technology and R.E.

The experience of learning a Modern Foreign Language can help develop children's social skills by enabling them to communicate effectively with others. It promotes an understanding and respect for the way in which other cultures are different from or the same as ours. It develops the children's awareness of multiculturalism, both in our country and in the world as a whole. This links with work done in PSHE and RSE lessons.

Teaching Primary Languages to Children with Special Educational Needs

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as “More Able”.

Assessment and recording

Teachers will assess children’s work in Primary Languages using “I can” statements to judge the children’s understanding and performance related to the objectives for the lesson or unit of work.

Budget and Resources

Funding is made available for Primary Languages resources from the school budget. Resources are kept in a central store and maintained by the Primary Languages Co-ordinator. Online resources are available, including “Twinkl”, to which the school subscribes annually.

Monitoring and review

The teaching of French is monitored by the school’s Primary Languages coordinator in line with the school’s monitoring policy and cycle.

Date Adopted: June 2023

Review Date: June 2026

Signature of Chair of Governors:

Devin Caswell

Signature of Headteacher:

S. Mann