



Policy for Languages

'Learning a foreign language is a 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..'

Languages Programmes of Study, Key Stage 2 (Dept for Education, 2013)

Rationale

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in English, especially in the development of speaking and listening skills, the skills required to elicit meaning from text and the knowledge and understanding of grammar and sentence construction. The teaching of languages at Key Stage 2 offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a new language;
- develop linguistic skills, knowledge about language and language-learning skills;
- understand and communicate in a new language;
- make comparisons between a new language and English or another language;
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- develop positive attitudes towards language learning;
- use their knowledge with growing confidence and competence to understand.

(Developing Language in the Primary School: literacy and primary languages, DCSF, 2009)

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.

The Curriculum

At Bridgewater we teach French to children from year 3 up to year 6. The curriculum is based on the *National curriculum in England: languages programmes of study* (published 2013) and we use the 'Primary French' scheme produced by Monkseaton High School. This scheme has differentiation built into it as each activity has different levels of engagement for the pupils depending on ability. We also have 'La Jolie Ronde' to support the curriculum and 'Early Start French 1 and 2' to aid intercultural understanding.

All key stage 2 children have one half-hour session of French per week, following the 'Primary French' course.

The children are taught how to:

- Ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- work in pairs and groups and communicate in French;
- look at life in another culture;
- sing songs in French;
- play games using the language.

Every Child Matters

This scheme of work can help schools to ensure that all children have opportunities to **enjoy and achieve** in their language learning. Activities in the scheme offer children the chance to:

- work cooperatively and collaboratively with others, in an atmosphere free from intimidation;
- demonstrate their initiative;
- become actively involved in their work;
- be ambassadors for their school when communicating with partner schools abroad.

The scheme encourages children to adopt safe practices and to make a **positive contribution to the community** by showing respect for the personal dignity of others and social responsibility. Children can:

- develop positive attitudes to linguistic diversity within their school;
- recognise and challenge stereotypes;
- develop awareness of the need to listen to others' contributions and to work together.

Specific units support the Healthy Schools agenda through work on healthy food and lifestyles.

The scheme helps children to develop skills that will contribute to their **future economic well-being**. They will:

- develop their basic skills in literacy, numeracy and ICT through the foreign language;
- develop their self-confidence and team-working skills;
- learn linguistic and language-learning skills that may enhance their career options later in life.

Progression

The Primary Framework for Languages outlines clear end-of-year statements showing expectations for years 3, 4, 5 and 6 in the three progressive strands of teaching and learning: **oracy**, **literacy** and intercultural **understanding**, as well as outlining opportunities to develop knowledge **about language** and **language learning strategies**, both of which underpin the three core strands.

Oracy

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.

Literacy

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and other oral and written activities;
- read simple French texts for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context, e.g. classroom items, phrases about the weather, date etc.;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to:

- have a knowledge of the everyday lives of children in France;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Assessment


Children are constantly being assessed orally by the teacher during speaking and listening activities, while speaking to their peers, the class and the teacher.


The 'Primary French' scheme used in school has listening assessments built in to each unit in which the children listen and respond to simple sentences in French spoken by native speakers.


In years 3 to 6, the children work in 'cahiers' which have a chart at the front: 'How to make progress in French', which clearly shows what children have to do to move on in their learning.

We are currently trialing the use of Chris Quigley milestones to track progress. These are in 4 sections:

 to read fluently

 to write imaginatively

 to speak confidently

 to understand the culture of the countries in which the language is spoken.

We are also trialing a new Primary MFL Progress Monitoring Sheet which records the progress of children linked to the programmes of study from the 2014 curriculum. This can be updated annually as children work through each attainment target, and passed on to each new teacher as appropriate.

The children also keep a 'French Passport' in which they highlight skills as they work their way through the units, so they can see how much they have learned.

International School Award

In 2011 the school gained the full International School Award and we shall be seeking to renew this award in the near future.

September 2014

Next review: 2017