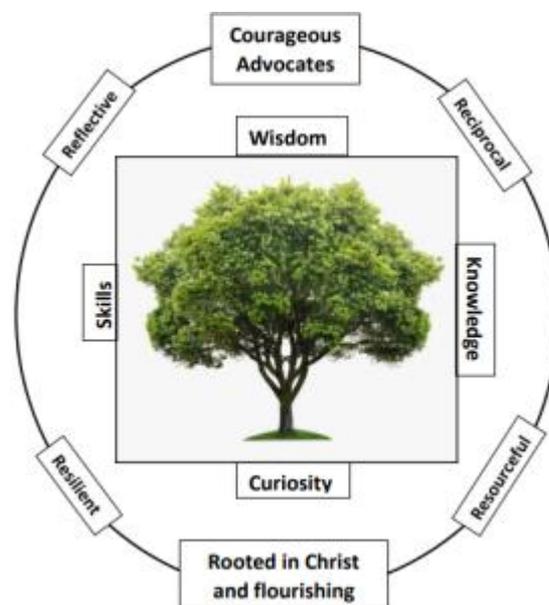




Languages Policy



'I have come so that they may have life and have it to the full.' John
10:10

Our Christian family leads and encourages everyone to:

- *Flourish; soar in faith and talents*
- *Serve others courageously*
- *Be excited and curious to learn*

We do this within our safe, happy, diverse and nurturing Christ centred environment ensuring 'all have life and have it to the full' John 10:10

We are God's children doing God's work.



POLICY STATEMENT FOR FOREIGN LANGUAGES

At Whittle-Le-Woods C.E Primary, we recognise the importance of learning a foreign language; it can help children access ideas and experiences from a wide range of cultures and it can also increase their understanding of their own language. We formally teach languages in Key Stage 2. Children start learning French in Year 3.

Our Vision Statement

Our Christian family leads and encourages everyone to:

- *Flourish; soar in faith and talents*
- *Serve others courageously*
- *Be excited and curious to learn*

I have come so that they may have life and have it to the full. *John 10:10*

We are God's children doing God's work.

Examples of how we use our God given talents to benefit others in languages

- Children will be excited and curious to learn about new cultures and a new language.
- Children will use their developing knowledge of the world beyond their own life experiences to challenge inequality and encourage diversity.
- Children will use their talents in languages to communicate to people from other cultures and backgrounds; enabling them to embed themselves within multicultural society.

By the time they leave in Year 6, they should be able to:

- Understand the main point from a short spoken passage
- Ask and answer simple questions and talk about their interests
- Understand the main point from a short written text
- Write a few short sentences with support, using learnt expressions

We aim to make language learning fun by using active learning to engage motivation and by using games and songs to maximise enjoyment. Years 3 and 4 are taught French by following our own Flourish Curriculum, this involves using some resources, such as Rigolo, to support teaching. The use of online games and activities in these sessions aid the children's learning and models correct pronunciation. Teachers also try to embed language teaching into everyday classroom routines to further increase the children's use of languages.

Whole school events, such as our whole school languages day, celebrate and promote the learning of different languages.

Key Stage 1 children have the opportunity to participate in a lunch time Spanish club run by a Spanish visiting teacher.

Policy Rationale

The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to use language to access ideas and experiences from a wide range of people, communities and cultures. Children are encouraged to be courageous advocates and show an understanding of the lives of people beyond their own experiences. This underpins our curriculum ethos and belief that each child's experiences at our school should enable them to experience life in all of its fullness. (*I have come in order that they might have life and have it to the full John 10:10 NIV.*) In addition, understanding a modern foreign language increases a child's understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

Aims

Through our teaching of languages we aim to:

- Ensure every child has the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations
- Ensure pupils' learning is enriched in a broad curriculum to which languages contribute
- Ensure pupils have access to high quality teaching and learning opportunities
- Provide extra curricular activities for KS1 children – A Spanish club run by a Spanish visiting teacher, to prepare them with basic words and phrases ready for Key Stage 2
- Help teachers to develop the confidence and competence to teach languages effectively

Curriculum Organisation

In line with guidelines, all pupils learn languages for approximately 60 minutes per week. This time allocation is made up of a combination of dedicated language lessons, lasting 30 to 40 minutes, teaching language through other subject areas and using language for real purposes in daily classroom routines.

Curriculum Management - Roles and Responsibilities

The Subject Leader will facilitate the use of languages in the following ways:

- By updating the policy and scheme of work
- By ordering/updating resources
- By keeping staff aware of new developments
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Language capability and that progression is taking place
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments, and by keeping links with local secondary schools
- By management of native speakers, if available.
- By monitoring the curriculum

Approaches to Language Teaching

Whittle-Le-Woods Primary believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used to motivate pupils and to support teachers with model pronunciation. The school uses the local community and other links to expose pupils to native speakers, as well as ICT. Our school aims to:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

Embedding Languages in the Curriculum

Whittle-Le-Woods Primary School believes pupils will learn languages more effectively by having frequent exposure to them. The Subject Leader will highlight opportunities in planning to embed languages and provide the necessary resources. Opportunities

for speaking another language should be exploited, be it in the playground or in the classroom.

Recording, Assessment and Reporting

As each class teacher works through the scheme of work, they will record progress against the short-focused topics where appropriate and assess the children's progress in the language. This assessment will be used to support teaching and learning. An assessment of the child's language level will be recorded in their end of year report (Below expected, Expected or Exceeding). Assessments will be short and often. There will be no formal testing within the subject as this would detract from the love of languages - which is our ultimate aim.

Inclusion – SEN, G&T, Ethnicity, Gender

All pupils, regardless of race or gender, shall have the opportunity to develop languages capability. Whittle-Le-Woods Primary will promote equal opportunities and fair distribution of languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, children's story books, interactive whiteboard games and online resources. The Subject Leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon budget.

Monitoring and Review

Monitoring is carried out by the Subject Leader, with support from the Headteacher, in the following ways:

- Informal discussion with staff and pupils
- Observation of language displays
- Collection of language writing books
- Classroom observations

Updated April 2022 By Rebecca Ruffley