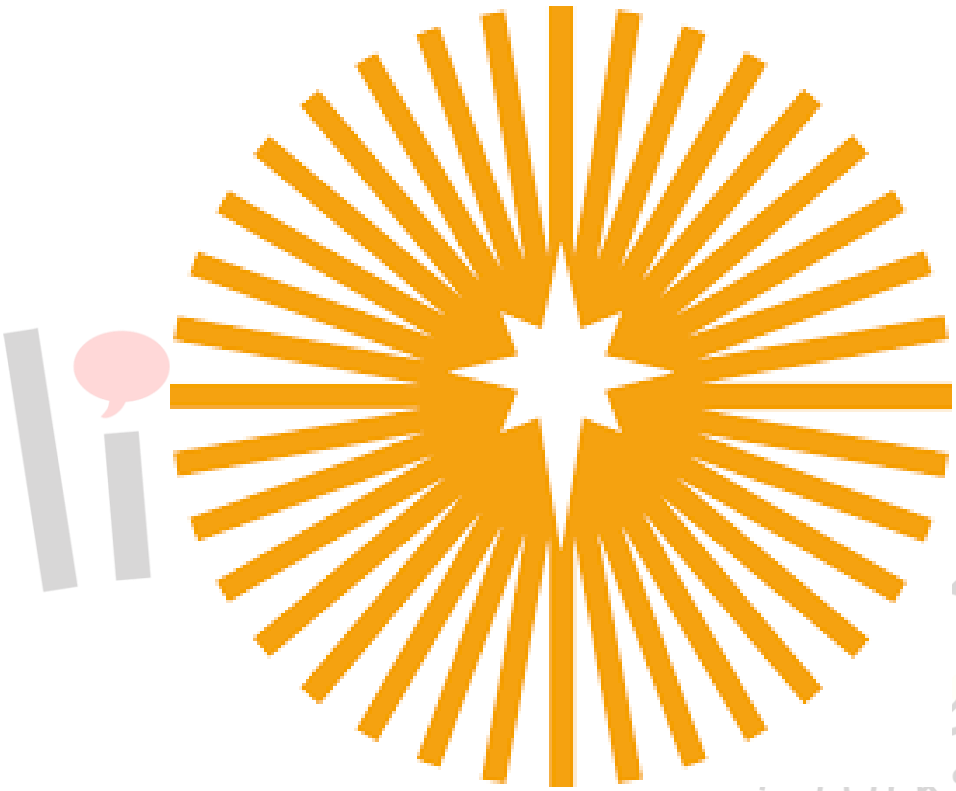
Southdale CE VC Primary School



LANGUAGE POLICY

Introduction

At Southdale we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils.

It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.

Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others within their school and community. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All pupils are entitled to foreign language learning in school time. Southdale recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children, the focus language taught in our school is French.

INTENT

Aims and objectives of Primary Languages education at Southdale CE Primary School.

The aims of primary language teaching at Southdale are to

- Enable pupils to develop knowledge, understand concepts and acquire skills in all 3 pillars of language learning (phonics, grammar and vocabulary) and be able to choose and apply these in spoken and written situations.
- Teach phonics, grammar and vocabulary systematically, offering clear progression and regular opportunities to revisit previous learning across word, sentence and text level.
- Promote a positive and inquisitive attitude towards learning and lay the foundations for learning further languages.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support, including a personalised curriculum for native French speakers.
- Pupils to feel confident to make links between the knowledge they already have in their first (or additional) language and the knowledge they are acquiring and to be able to use these skills to develop their understanding.
- Provide a rich experience of traditions and culture from France and French speaking countries to equip pupils with the knowledge and cultural capital they need to succeed in life as global citizens.
- Support and promote the spiritual, moral, cultural, mental and physical development of all pupils and to prepare them for the opportunities, responsibilities and experiences of later life.

IMPLEMENTATION

At Southdale we believe that languages should be learnt through enjoyment, enthusiasm and engagement in purposeful tasks. This means that children are exposed to another language in a fun and worthwhile way. It is mainly centred in speaking and listening activities, with reading and writing following and given greater priority in Key Stage 2.

French is taught across KS2. In Years 3-6, children receive a 45-60 minute session of French weekly, taught by specialist language teachers from Lingotot West Yorkshire. This will prepare the majority of our children who will feed into our main feeder school, Ossett Academy, where French is taught from Year 7.

In the lessons, the pupils will:

- ask and respond to questions;
- memorise words and expressions;
- interpret meaning and make sensible guesses;
- use the phonological knowledge to pronounce words correctly;
- formulate sentences;
- differentiate between different audiences;
- appreciate another language and culture;
- work in pairs and groups to communicate effectively.
- Written tasks will be moving children on in lessons and provide them the opportunity show their knowledge and understanding

Activities will:

- appeal to all learners (Visual, Auditory, Kinaesthetic);
- involve whole class, small group and pair work tasks;
- include ICT where appropriate and involve games, role play and action songs when possible;
- promote self-confidence and achievement;
- be planned and structured to accommodate all levels of ability (inclusion of children with SEN and extending children who are gifted and talented);
- have clear, achievable outcomes.

Cross-curricular Links

English – reinforcement of the SPAG and literacy curriculum is evident on a weekly basis in our French lessons. Recognising cognates features highly throughout the scheme. But more importantly we're embedding their use of parts of the language, using the correct terminology to further help them across their English lessons.

Maths – numbers, dates, shapes, directions, time, adding and subtracting, money are all throughout our curriculum, further cementing their learning in KS2.

PSHE - French makes a significant contribution to PSHE and citizenship education by teaching children how similar and different their lives are to those who live in other countries. Children are encouraged to value the privileges and opportunities they have in their own lives and show empathy for those living in other countries who may not have these. Differences are seen not as a barrier or reason for division but as part of the world, and life's, natural diversity, and are recognised and

appropriately celebrated. We cover topics on emotions, multi-cultural celebration, mental health, physical wellness to name a few.

Geography - We ask the children to do research on the different countries in which the particular foreign language is spoken after they have first found them on a map or a globe. We learn about the countries that speak French around the world and how it may differ from country to country; learning flags and culture. In MFL lessons children will learn about the climate of the countries in which the language is spoken.

Music – Songs form a part of every lesson in our French classes – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody.

History - We teach children about traditional festivals in France, celebrations and compare them to those in the U.K.

Science - Children reinforce their knowledge of parts of the body through related games, such as a French version of "Simon Says", or "Head, Shoulders, Knees and Toes".

Art & DT - Children use a variety of Art & DT skills to present their knowledge and understanding, e.g. menus, fact files, comic strips, posters and booklets. They also learn about typical French food and take part in food tasting.

PE - We teach children through active learning that require fast reactions, for example, French versions of "Simon Says" and "Corners". As the children progress through school, we use outdoor learning, relay races and parachute games to help them embed their knowledge in an active way.

Assessment:

Specialist teachers assess pupils' progress using formative assessment during the lessons as well as using summative assessment at the end of every half term, evaluating outcomes against the key linguistic skills practised:

•Listening and Responding;

•Speaking;

•Reading and Responding;

•Writing

Impact of MFL teaching and learning at our school

The impact of what has been implemented is constantly reviewed by the subject co-ordinator. Impact is evident across the pupil voice, workbooks and within the subject leader file.

Teaching

Through the use of a specialist teacher, French should be heightened across the school and children should be confident in talking freely about the subject.

Pupils

In ensuring that the points made in the 'Implementation' section of the policy are followed rigorously, pupils enjoyment, and therefore attainment in the subject will be of a high standard. This will be monitored by the subject leader.

Policy Update: B Westwood, Lingotot WY Review Date: June 2024