

Wingate Primary School

Policy for Languages

June 2022

This policy is written with consideration to our school commitment to the Rights of the Child and in light of us being a Rights Respecting School. Although direct reference to this is not continually made, the policy has been written with full awareness of our commitment to Children's Rights. This policy also complies with Article 28 of the UNCRC 'Every child has the right to an education' and Article 31 'Right to relax, play and take part in a wide range of cultural and artistic activities'

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum

Ambition and aspiration

Resilience and courage

Autonomy and independence

Perseverance and solution finding

Purpose of study

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.

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.

Objectives

The objectives of learning a modern foreign language in primary school are:

- to give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- to foster an interest in learning other languages
- to introduce young children to another language in a way that is enjoyable and fun
- to stimulate and encourage children's curiosity about language
- to encourage children to be aware that language has structure, and that the structure differs from one language to another
- to help the children develop their awareness of cultural differences in other countries
- to develop their speaking and listening skills
- to lay the foundations for future study
- to extend our language teaching beyond mother tongue learning
- to raise staff awareness of and competence in the MFL

Organisation

We introduce foreign languages in our Reception classes through songs, games and a variety of activities related to other areas of the curriculum. Registration will often be taken using greetings from another language.

French, Spanish, German and Mandarin is taught to all children in Y1 and Y2.

Italian and Mandarin is taught from Y3 to Y6.

Greetings, registers, classroom routines and praise words are often conducted in another language.

The curriculum

At Wingate Primary School in KS1 we work from the,

Early Start French 'Salut! Ca Va',

Early Start Spanish 'Tu y Yo and Early Start German 'Hallo wie gehts'

schemes and a tailor made, short Mandarin program, devised by our subject leader.

In KS2 we work according to the DfE statutory guidelines, 2013. We follow an

Italian scheme devised and delivered by our subject leader, a fluent Italian speaker. We also deliver a condensed program of Mandarin which runs during Spring term 1 across both key stages, this also is delivered by our SL.

We teach the children how to:

- ask and answer questions
- memorize words
- work in pairs and groups, and communicate in MFL.
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Teaching and learning style

We use a variety of techniques to encourage the children to have an active engagement in languages: these include games, role-play and action songs. We use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We emphasize listening, responding and speaking skills.

We use a multi-sensory and kinesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

Planning

In KS1 the subject leader plans and delivers the lessons, the Early Start French, Early Start Spanish and Early Start German schemes are adapted to fit in with our specific requirements and Mandarin is planned by the SL.

In KS2, Italian and Mandarin lessons are planned, in accordance with statutory requirements, then delivered by the SL and a mother tongue Italian speaker supplied by the Italian Consulate.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study. We assess the children's progress informally during the lessons and use the European Commission approved Language Magician Assessment tool.

Key stage 2

Teaching focuses on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

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
- 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

Wider Opportunities

Whenever possible class teachers look for opportunities to enhance their curriculum through activities such as food tasting, (Spanish Italian German French and Chinese), making authentic food from other cultures during cooking classes, investigating festival days of other countries, what they mean and how they are celebrated, (with a particular focus on Chinese New year.) Through songs, music and dance and also by inviting FL speakers where appropriate from

the community and embracing any language spoken by our pupils or their families.

Resources

We use a wide variety of resources – many of which are already used in school in other parts of the curriculum, e.g. multi-link and dice, beanbags, PE spots. We use songs and stories from different publications and the internet. The Interactive Whiteboard, flashcards, CD's and DVD's and I-pads.

Equal Opportunities

The manner in which lessons and scheme of work are planned takes into account the differences in interests between boys and girls. We avoid gender stereotyping when organizing into groups and assigning activities. We take into account the differences of religious and cultural beliefs by highlighting religious festivals in the target language countries. Teaching Languages is a vital way to enhance pupils' perceptions and to promote positive attitudes towards cultural diversity.

Special Educational Needs

Children with special educational needs are actively encouraged to participate fully in Language lessons and will be monitored by our SEN Coordinator. She will ensure that these children follow the scheme of work in ways that promote their development and self-esteem.

Role of the Subject Leader

The Subject Leader is responsible for long, medium and short term planning. The SL will revise the Schemes of Work in the light of evaluations. The SL also

supports the class teachers with the target language and methodology. The SL will lead ideas for celebrating Language Days and Cultural Weeks.

Role of the Governing Body

This policy will be submitted regularly to the Governors of our school for discussion and approval. They will be kept informed through the Head Teacher's Termly Reports of progress in the teaching and learning of MFL.

Parents and the Wider Community

Parent/Careers have an important role to play in helping their children to learn about languages. They can encourage their child to practice the language learnt every week and help to understand the differences and similarities between cultures.

Monitoring and review

The Subject leader will review this policy annually. This policy will be reviewed in June 2023