

Primary Languages Policy



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Date of review: *2014*

Stoke Holy Cross Primary School

Primary Languages Policy

At Stoke Holy Cross Primary School we believe that 'Every child should have the opportunity throughout Key Stage 2 to study another language and develop their interest in the culture of other nations.' In Key Stage 1 experiences and exposure to more than one language will be offered within routine practices.

All pupils will have the opportunity to enjoy and achieve in their language learning.

Aims

- To become familiar with the sounds and written form of a new language.
- To develop linguistic skills.
- To understand and communicate in a new language.
- To make comparisons between English and other languages.
- To increase cultural awareness by learning about different countries.
- To develop a positive attitude towards language learning.
- To develop confidence and competence to understand what they hear and read, and to express themselves in speech and writing.
- To transfer to High School with a sound knowledge and understanding of alternative languages.

Planning

Our planning refers to The Key Stage 2 Framework for Languages which provides detailed guidance for the implementation of Primary Languages in Schools. The Guidance ensures continuity and progression across KS2 in terms of requirements and coverage. A minimum of 1 hour a week is recommended for the delivery of the chosen languages and this can be divided into relatively short sessions.

The Scheme of Work delivers progression through 5 Strands:

- **Oracy:** Speaking and listening.
- **Literacy:** Reading and writing skills.
- **Intercultural Understanding:** Contact with the people and culture of countries.
- **Knowledge about Language:** How language works, rules and patterns.
- **Language-learning skills:** Regular opportunities to think about language acquisition.

The transition language to High School has been agreed and will be French. Children in Year 2 will learn French. In Years 3 and 4 pupils will learn Spanish and in Years 5 and 6 French.

Teaching and Learning

- Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy to which reference should be made.
- In our teaching we will provide enjoyment and stimulation through games, puzzles, songs, drama and stories.
- We will support learning through regular routines such as greetings, numbers, games, stories, pictures and songs.

- We will develop communication strategies through visuals, actions, gestures, labels, toys and ICT.
- We will give the children opportunities to interact with language and with other people through responding to songs, rhymes, stories, TV, Audio and CD to hear authentic native speakers.
- We will give exposure to the new language through using a range of resources including ICT.
- Where possible we will make links with other areas of the curriculum.
- Reference to QCA and possible study units could be used - Espresso/Languages portfolio

Access and Equal Opportunities/ Inclusion

The Primary language entitlement is inclusive and supports equal opportunities for all children.

We will:

- **Set suitable learning challenges.**
High expectations, differentiation, choice of objectives.
- **Responding to diverse learning needs.**
Appropriate learning environments, work matched to pupils needs.
- **Overcome potential barriers to learning.**
Addressing the needs of children with special educational needs and disabilities.
Awareness of Gifted and Talented children and children for whom English is a second or additional language.

Adults and Staffing

Non specialist teachers will be teaching primary languages and training opportunities will be made available for anyone wishing to enhance their practice. Use of classroom assistants, governors and parents will be made where suitable. This enables us to draw on the wider school and community for the delivery of primary languages.

Recording, Assessment and Reporting

Use will be made of Language Ladders as well as informal methods such as teacher assessment. The achievements of pupils in KS 2 will be reported on at the end of the year.

Subject Leader.

The role of the subject leader will be to co-ordinate the implementation of the teaching of PL in our school. To assess resources and buy suitable materials for this purpose making effective use of money available. To introduce an assessment method that suits our needs and does not place too much pressure on staff.

Monitoring and Review

The Subject Leader will monitor progress yearly with the SMT. The policy document for PL will be placed on the rolling programme for Review.

Professional Development

The school will make use of training opportunities in the form of Cluster initiatives and inset training opportunities for non-specialist staff and anyone wishing to improve their own grasp of PL.