

# Stoke Holy Cross Primary School

## Primary Languages Policy



Date Approved by Staff:	March 2020
Review Date:	March 2023

## **Intent**

At Stoke Holy Cross Primary, we aim to develop children that are interested in the world around them; appreciating, respecting and interacting with other cultures. Learning about other countries and languages allows us to participate and communicate in the global environment socially, culturally and economically. The rise of international commerce means that pupils need to be equipped with the skills needed by the global workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Increased capability in the use of foreign languages promotes independence, confidence and encourages diversity within society.

## **The significance of Primary Languages**

“In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.” (Languages for All: Languages for Life – DfES 2002)

## **Aims**

At Stoke Holy Cross, we teach Primary Languages in order:

- 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.

## **Implementation**

Our planning refers to the KS2 Framework for Languages which provides guidance for the implementation of primary languages in schools. The guidance ensures continuity and progression across KS2 in terms of requirements and coverage.

### **The scheme of work delivers progression through five strands:**

#### Three core strands of teaching and learning

- **Oracy** (speaking and listening)

- **Literacy** (reading and writing skills)
- **Intercultural Understanding** (insight to the people, culture and traditions of other countries)

#### Two cross-cutting strands

- **Knowledge about Language** (how language works, rules and patterns.)
- **Language-Learning Strategies** (e.g. singing, rhymes, drama, dictionary skills, phonic knowledge, repetition etc...)

We teach Primary Languages following the National Curriculum Languages programme of study. Although, we are only required to teach primary languages in Key Stage 2, children in Year 2, learn French for half an hour a week. Children in Years 3 and 4 also learn French for half hour a week, whilst Year 5 have 45 minutes and Year 6 are timetabled an hour a week.

We follow the Early Start scheme of work but this is also supplemented by songs, rhymes, other interactive websites and videos.

In addition to the distinct subject time allocation, opportunities are also identified for developing Language-Learning Strategies and Intercultural Understanding. We have found that there are opportunities on a daily basis for children to practise their newly acquired PL skills within the classroom, across the curriculum and in assemblies. Registration, school labels and maintaining a class calendar and weather chart, can and are often used to practise the target foreign language. Topics throughout the school also often include opportunities to learn about other countries and cultures.

### **Teaching and Learning**

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy, to which reference should be made.

- A multi-sensory approach to lesson delivery.
- Whole-class teaching methods, enquiry based group work, individual, pair, class and group work.
- 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 computing activities.
- We will give the children opportunities to interact with language and with other people through responding to songs, rhymes, stories, CD and videos to hear authentic native speakers.
- We will give exposure to the new language through using a range of resources including computing.
- Where possible, we will make links with other areas of the curriculum.

## **Resources**

We have a range of resources provided through the Early Start scheme of work, along with French flashcards, games, picture books, maps, dictionaries and calendar/weather charts (KS2 classrooms). The internet, interactive whiteboards, Chrome books and iPads are used to access interactive games, websites and videos to listen to native speakers and view real French school websites and videos. Children are encouraged to share their personal experiences of other languages and cultures (family, holidays abroad etc...).

## **Equal Opportunities – Learning Together**

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of activities and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

## **Spiritual, moral, social and cultural development**

When teaching primary languages, we contribute to the children's social and cultural development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children develop self-confidence by having opportunities to explain their views on a number of social questions. The primary languages programme of study provides the promotion of fundamental British values. They learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and heritage and start to develop tolerance and respect for others.

## **Assessment, recording and reporting**

There is an agreed whole school policy to which reference should be made, and which recognises the importance of primary languages in school.

- Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning.
- Parents are informed through the annual report. This shows whether children are working towards/working at/working above the Stoke Holy Cross Primary age-related expectations.

## **Review**

This policy will be reviewed by the Subject Leader as part of the general curriculum review programme listed in the School Development and Improvement Plan.