



Foreign Languages Policy

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Foreign Languages Policy

Statement from the National Curriculum:

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 (Department of Education, 2013)

Rationale:

At Claygate Primary School we believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including the key skills of speaking and listening as well as extending their knowledge of how a language works. Learning a foreign language gives children a new perspective on the world, encouraging them to understanding their own cultures and those of others. It enhances self-esteem, as well as laying a firm foundation for language learning throughout their life. At CPS we teach French for the following reasons: proximity to UK (and therefore likelihood of our children visiting and having the opportunity to use the language), shared history, language of choice for many of our feeder secondary schools, spoken by significant world population.

Aims

Every child is entitled to receive a broad, balanced and relevant foreign languages experience within the framework of the National Curriculum.

It is important that pupils are involved in real communication, where they find language activities interesting and stimulating. Children are provided with opportunities which give language learning a purpose as well as providing greater cultural awareness of the country (or countries) where the target language is spoken. We provide activities which are relevant to their own lives.

Through the teaching of Foreign Languages at our school, pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding;
- Explore 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 of using familiar words or phrases;
- Present ideas and information orally to a range of audiences;
- Read carefully and show understanding of words, phrases and simple writing;
- Appreciated 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;
- Describe people, places, actions and things orally and in writing.

Statutory Requirements

All children are entitled to a modern foreign languages education which enables progressive development language skills and knowledge as outlined in the programmes of study in the National Curriculum.

During Key Stage 1 pupils are involved in early language experiences such as answering the register in different languages, learning foreign language songs and hearing stories from different countries as part of mother tongue celebration events. In addition, pupils in Key Stage 1 take part in the Claygate Charter which includes a half term block of Japanese language instruction with a specialist teacher.

During Key Stage 2, French is taught to all pupils in Years 3 to 6 as part of the curriculum, using the Rigolo scheme of work. We aim to ensure that the learning of a foreign language is positive and rewarding so that this will influence the learners' attitudes for years to come. All Key Stage 2 pupils take part in the Claygate Charter which includes a 6 week block of Japanese language each year.

Implementation

At Claygate Primary School, children undertake a broad and balanced curriculum that takes account of abilities, aptitudes and physical, emotional and intellectual development. We ensure that learning of both language and culture is embedded into the broader curriculum for the children to develop an international outlook. Through using the Rigolo scheme, teachers who are not linguistically competent are therefore able to follow a structured scheme to ensure children have a clear understanding in order to ensure that they progress.

Each French lesson follows a clear structure. This structure is consistent from Year 3 to year 6. This supports linguistic development and reduces cognitive load; our children know what to expect in every lesson and so can build on their French competency and develop their confidence alongside very clear routines. At CPS we use sentence builders to develop grammatical knowledge. We want our children to learn the language in chunks so they are able to communicate meaningfully in the language. We endeavour not to teach nouns in isolation and will always present new language within clear structures.

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subjects. For instance, some instructions may be given in another language in a PE lesson or in daily classroom interactions. Children may count in another language when carrying out a Maths activity. This acts to reinforce the vocabulary and structures they have learned and give learning a real purpose.

Resources

Rigolo Scheme is used to teach children French in Key Stage 2. The scheme includes both online resources and games and paper based activities. All Key Stage 2 classrooms display key vocabulary and questions in French. All children in Key Stage 2 complete any written French learning in their MFL learning journal. This book moves up with each child to the next year group. Any recording completed during the block of Japanese language learning is completed in the back of this book.

Planning incorporates the use of IT by teachers and lessons often include the use of online resources such as PowerPoint presentations, online clips and songs, online quizzes and Rigolo content.

Assessing and Reporting

French is assessed informally by the teacher which the children also engaging in some self-assessment. Assessment for learning process are used to inform teacher's planning and children's self-assessment. Any written work in French is completed in individual exercise books which move up with each pupil to the next year group therefore allowing for clear progression. Parents are informed of their child's achievements in French via an annual report shared in the Spring Term. Japanese learning is celebrated on each child's Claygate Charter Star certificate.

Key 'sticky' knowledge to support the assessment of Foreign Languages:

Foreign Languages: Key Stage 2			
	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
	<ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that other understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Year 3/4	<ul style="list-style-type: none"> • Name and describe people and an object • Have a short conversation, saying 3 to 4 things • Give response using a short phrase • Start to speak, using a full sentences 	<ul style="list-style-type: none"> • Read and understand a short passage using familiar language • Explain the main points in a short passage • Read a passage independently • Use a bilingual dictionary or glossary to look up new words 	<ul style="list-style-type: none"> • Write phrases from memory • Write 2-3 short sentences on a familiar topic • Write what they like/dislike about a familiar topic
Year 5/6	<ul style="list-style-type: none"> • Hold a simple conversation with at least 4 exchanges • Use knowledge if grammar to speak correctly 	<ul style="list-style-type: none"> • Understand a short story or factual text and note the main points • Use the context to work out unfamiliar words 	<ul style="list-style-type: none"> • Write a paragraph or 4-5 sentences • Substitute words and phrases

Equal Opportunities and Inclusion

Primary languages teaching at Claygate Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Individual needs provision is crucial if all children are to have access to a broad, balanced and enriched

languages curriculum appropriate to their needs. Tasks are therefore differentiated when/if appropriate and provision made for less/more able pupils.

The role of the Foreign Languages Lead

The Foreign Languages Lead has the responsibility of overseeing languages within the school, including;

- Formulating and updating the policy where appropriate;
- Ensuring staff are aware of the content of the policy and that it matches classroom practice;
- Liaising with the subject's link governor;
- Ensuring appropriate resources are available and regularly updating them according to need;
- Disseminating information on Foreign Languages to both staff and pupils;
- Supporting staff with Foreign Languages where required;
- Attending Foreign Languages subject meetings and training events where appropriate;
- Organising an annual international event and mother tongue languages days in which all children take part and parents and other community members are invited to participate.

Use of the Target Language at CPS

At CPS we take a consistent approach to the use of the target language in our French sessions. We use the following phrases and ensure these are embedded from Year 3 to Year 6. Having a bank of key target language phrases supports the non-specialist teacher and supports our children in their transition to the next phase of their language learning journey at Secondary school.

Instructions	
Pensez, en silence	Think, in silence
Qu'est-ce que ça veut dire en anglais?	What does that mean in English?
Répétez	Repeat
Prenez les petits tableaux blancs	Take out the mini whiteboards
On va jouer en paires	We are going to play in paires
Je voudrais un volontaire	I would like a volunteer
On va écrire en silence	We are going to write in silence

