



Pilgrims' Way Primary School

Primary Languages Policy

Created: Autumn Term 2019

Next review date: Autumn Term 2020

Aims:

At Pilgrims' Way Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils and we provide opportunities for all children to develop their skills by providing an irresistible primary language experience. Our emphasis is on enjoyment, through practical application, and through cross – curricular linking. Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries. We welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken.

Pupils will:

- Develop communication skills, to be able to communicate is the real purpose of learning a foreign language;
- 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;
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- See that learning another language can be enjoyable and fun.
- See language as part of culture and learning the culture is a necessary part of learning a language. Have raised awareness and understanding of the cultures of other countries around the world.

The Foundation Stage, Key Stage 1 and Lower Key Stage 2 (Years 3 and 4)

Language of the Term

In order to celebrate and include the wealth of languages spoken and experienced in our school community the whole school will teach the language of the term. The whole school will be introduced to a new language every term and all children will have the chance during a whole school assembly to learn a little about each language and their culture, all children will learn how to greet people, how to count to ten and how to say well done. We then aim for the language of the term to be a part of the day to day life of the school. For example, teachers can use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children can be encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Upper Key Stage 2

Spanish

In years 5 and 6 pupils will:

- Be taught 30 minutes per week;
- 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, 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.

Differentiation and SEN

Primary Language teaching at Pilgrims' Way is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Language learning activities. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.

Cross curricular links

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in the language of the term or Spanish; or children may count in the language of the term or Spanish, while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

Planning and resources

Primary Language is planned following the broad guidelines set out in the National Curriculum. The school's Scheme of Work ensures that there is continuity and progression in both skills and content across all classes and year groups. Published resources including fiction and non-fiction texts, posters and DVDs are available for use throughout the school.

Assessment, recording and reporting

Opportunities to monitor the children's progress in Spanish are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

The role of the subject manager

To review the policy and keep the school informed of any curriculum updates.

Review

This policy will be reviewed by the Culture team as part of the school's two-year review cycle to evaluate the school's progress towards its targets, with additional required action to be identified and tracked. Progress will be discussed with the

school senior leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

Emma Haybourne- Primary Languages Coordinator