



Foreign Language Policy

Reviewed: Autumn Term 2023

Next Review Date: Autumn 2024

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. Our emphasis is to develop the confidence and competence of each child. We encourage children to share their experiences of visiting or living in other countries and our goal is for them to be curious and passionate about their language learning abilities.

Intent

Our whole school approach to language teaching, and learning, is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

We use the Language Angels scheme of work and resources to ensure that we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The five key language learning skills- listening, speaking, reading, writing and grammar will be taught in an age-appropriate way across the primary phase. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

Children will have access to a high-quality foreign language curriculum using the Language Angels scheme of work and resources.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all five language skills:

listening, speaking, reading, writing and grammar. Knowledge and awareness of grammar concepts is integrated within units and also taught discreetly. Pupil learning and progression will be assessed, based on each of the skills, at regular intervals during the lessons and terms

The National Curriculum

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Inclusion

Pilgrims' Way Primary school is an inclusive and diverse primary school in the centre of Canterbury, which teaches pupils from the ages of 3-11. We provide an irresistible, broad and balanced curriculum to meet the needs of all our pupils.

The curriculum is designed to make learning relevant and meaningful by embedding context and activating pupil's prior knowledge. Pupils are given opportunities to demonstrate their learning through cultural and personal links. Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum. We actively liaise with parents to help them support their children's learning. 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.

The role of the subject leader and Humanities Hub

The Languages subject leader forms part of the Humanities Hub within the school alongside the R.E, Geography and History subject leaders. The subject leader (supported by the Humanities Hub) is responsible for

- Supporting, advising and motivating colleagues in the teaching of Languages.
- Reviewing, monitoring and evaluating teaching and learning.

The Humanities Hub will complete an annual action plan where they will evaluate the strengths and weaknesses in Primary Languages and indicate areas for further improvement. Throughout each academic year, the subject lead (supported by the Humanities Hub) must undertake monitoring of Primary Languages across key stage 2.

Impact

The subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching through class tracking and in line with the school's assessment policy.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

The impact of this is that pupils develop key language learning skills set out by the national curriculum, as well as a love of language and learning about other cultures.

Review

This policy will be reviewed and updated annually by the Humanities Hub as part of an ongoing review of the subject. This will be shared with staff and put onto the school's website.