



Languages Policy

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Mayespark Primary School

Languages Policy

**Introduction**

Language learning aims to introduce children **to an additional language which fosters curiosity and deepens children’s understanding of the world. The language we have chosen to teach at Mayespark is French.**

The overall aim for languages is that pupils develop a deep interest in, and appreciation for, other cultures, as they learn to understand and express themselves in French with increasing confidence. **While learning another language, children access ideas and experiences from other cultures and communities, which in turn encourages them to have an understanding and appreciation of diversity in society.**

**Planning**

Mayespark Primary School’s 4-year scheme of work in Key Stage 2 is designed to fulfil the requirements of the National Curriculum KS2 Programme of Study, and provides learning experiences that engage, enthuse and motivate all of our learners. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3.

**Teaching and Learning**

In Key Stage 2 pupils are taught to:

• 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, stories and rhymes in French.

• 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 including: feminine, masculine 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. (National Curriculum Programmes of Study 2014)

French lessons are taught by a combination of specialist languages teacher and class teachers. We have created a progressive curriculum which starts with the understanding of basic words and phrases, moving on to more complex constructions. Oral and written activities are used to achieve the curriculum aims. ‘Listen and respond’, conversation, songs, games, video and audio clips and a variety of written activities are all used to achieve progression and engage children in the learning of French.

**Monitoring and Assessment**

Progression through the programme of study is based on ongoing assessment by the teacher. Teachers complete assessment grids to show children’s progress towards meeting the programmes of study based on whether they are emerging, expected or exceeding expectations, in line with the whole school policy.

**Inclusion**

All pupils, regardless of race, gender or disability, shall have the opportunity to develop languages capability. The teaching of languages promotes inclusivity and diversity through its appreciation of other cultures and communities.

**Role of the Subject Leader**

The Languages subject leader is responsible for the teaching, assessing and resourcing in the school. The subject leader ensures that all staff and children have access to relevant resources and planning to facilitate their learning. In addition, the subject leader is responsible for working with staff to ensure that they can confidently deliver the Languages curriculum. Assessment and monitoring progression of the subject is also regularly undertaken by the subject leader, who will also evaluate the curriculum annually to ensure all children are receiving quality lessons.