

Languages Policy

CONTENTS

1. Mission Statement	2
1.1 Aims and Objectives	2
2. Approaches to Teaching and Learning	2
2.1 French lessons	2
2.2 Language of the Month (LOM)	2
3. Resources	3
4. Learning Environment	3
5. Planning	3
6. Assessment	3
7. Cross Curricular Opportunities	3
7.1 Reading, writing, communication and ICT	
7.2 Spiritual, Moral, Social and Cultural	
8. Enhancing the Curriculum	4
9. Inclusion	4
9.1 English as an Additional Language	4
9.1.1 French speaking children	4
10. Health and Safety and Safeguarding	4
11. Roles and Responsibilities	4
12. Policy Review	4

This policy should be read in conjunction with the *Quality of Education Policy, English Policy, any other related subject policies and the following:*

Able Pupils Policy	E-Safety Handbook
Assessment Policy	Health and Safety Policy
Behaviour Policy	Inclusion Policy
Early Years Foundation Stage Policy	Quality of Education Policy
Equality and Community Cohesion Policy	

Throughout this policy ‘parents’ denotes those with parental responsibility.

1. Mission Statement

At Belmont Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

We recognise the value of teaching a second language and the importance of enabling pupils to make substantial progress in one second language. The School has chosen French as the language taught to all children in Years 3 – 6 focusing on practical communication communicative language teaching. In addition to this, we have adopted the initiative 'Language of the Month' to develop children's awareness of languages more widely. This acknowledges the broad range of languages spoken by members of the School Community and enhances the status of language learning and bilingual speakers.

1.1 Aims and Objectives

The aims of teaching foreign languages at Belmont Primary School are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and ability to communicate through languages other than their first language;
- explore the patterns and sounds of language and link the spelling, sound and meaning of words;
- support oracy and literacy, developing reading and writing skills in French alongside speaking and listening;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;

2. Approaches to Teaching and Learning

There are two main contexts in which teaching and learning of foreign languages take place.

2.1 French lessons

Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the specialist native French teacher. The content of these sessions can be reinforced by the class teacher during the week.

Lessons are highly interactive to foster children's communication skills with a balance of spoken and written language. Children take part in conversations at an appropriate level, responding to instructions and questions, describing people, places and things and expressing opinions and feelings in phrases and sentences. They develop their pronunciation and intonation through listening to and practicing French in the context of songs, repetition, videos, and modelled phrases. Activities such as interactions in teams or pairs, games and role-play enable them to develop their oracy in an enjoyable and non-threatening way.

As the children progress through Key Stage 2, they also develop their skills in reading and writing French, gaining an awareness of the structure of the written language and broadening their vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary. They learn to write phrases from memory in familiar contexts such as family, directions, body parts, food, likes and dislikes and adapt these to create new sentences, to express their ideas. They are taught an increasing variety of grammatical structures and features such as feminine and masculine forms and the conjugation of high-frequency verbs.

2.2 Language of the Month (LOM)

Eleven languages are chosen each year according to the languages spoken at home by our children. This helps raise the profile of foreign languages at Belmont and gives the children an opportunity to feel that their language(e) and cultural heritage are valued by all.

The MFL lead sends teachers an LOM reminder and some resources at the beginning of each month so that they can use LOM 'incidental' language in class and decide what to do and how to involve the children / staff who speak the LOM in their class. In addition, an LOM display is updated each give children the opportunity to say the language around the school. LOM resources can be found on shared drive: (T) / EAL & language of the month / LOM.

3. Resources

Published and teacher's own resources including fiction and non-fiction texts, posters, CDs, DVDs, computer software and online material are used throughout the school. The School has a Primary Languages section in the school library.

4. Learning Environment

Displays support the teaching of languages both in the classroom and in public areas of the School, though displaying key words and phrases supported by pictures and other visual cues.

5. Planning

French is planned following the guidelines set out in the National Curriculum Languages programmes of study for Key Stage 2. The School's Scheme of Work is reviewed regularly by the French specialist teacher to ensure that there is continuity and progression in both skills and content across all classes as well as compliance with the National Curriculum (2013). As with other subjects, plans are adapted according to the needs of the children in the group. The French specialist teacher plans for each year, sharing ideas for activities and resources with other teachers.

6. Assessment

Opportunities to monitor the children's progress in French are built into our termly Scheme of Work. 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. More formal listening, reading and writing assessments take place during the first Summer Half-Term. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are given in levels. The MFL Leader has designed a Progress Ladder inspired by *the Common European Framework of Reference for Languages* (CEFR) to keep track of each pupil's progress and make sure that they move forward on their primary language learning journey.

7. Cross Curricular Opportunities

7.1 Reading, writing, communication and ICT

Oracy and literacy skills are developed as indicated above, and also provide an added perspective on English teaching and learning as children recognize sounds and combinations of sounds and their written equivalents which are similar to, or different from, those of English.

Remote learning opportunities such as the *Belmont French Website* and *French Google Classrooms* are used to enhance both teaching and learning, giving children the opportunity to review what has been taught in class at home, and access further examples of languages spoken by native speakers in their daily life. The app *Linguascope* is also available to enable children to consolidate their understanding of vocabulary and practise their listening, reading and writing skills in their own time.

7.2 Spiritual, Moral, Social and Cultural

Through the study of French and other languages through the 'Language of the Month' initiative, children develop an understanding of their own culture/s and that of the countries where the languages are spoken. Video resources, stories and other activities, such as discussion with members of the School Community for whom the language is a home language, help them to identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Through this they are encouraged to recognise and mistrust stereotypes, and understand and respect cultural diversity as well as to understand how aspects of the culture of different countries, where these languages are spoken become incorporated in the daily life of others.

8. Enhancing the Curriculum

Each year the school has a French Day (usually on 14th July, France's national day) where children dress up French, have a French lunch and do all sorts of French activities on a French theme.

There are also opportunities for children to learn Languages as an extra-curricular activity at after school clubs.

9. Inclusion

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 meet the needs of individual children.

9.1 English as an Additional Language (EAL)

The School believes that bilingualism is to be valued as a special achievement and that it can be educationally enriching and have a positive effect on intellectual performance. We seek to support children in maintaining their own languages as much as possible.

Children who are beginners in English but fluent in another language may have some or all of the focused Languages lesson, on a short-term basis, developing English skills using the same Aims and Objectives as in 1.1. This will be until such time as they are able to access the School Curriculum in general, as well as French Curriculum, more confidently alongside their peers.

9.11 French speaking children

Some children may speak French as their first language or additional language and therefore have a degree of competency beyond their peers however they cannot be catered for according to their individual needs. If they wish to, they may bring French work or French books from home as long as they are fully able to work independently and this has been agreed with parents. The French teacher can also provide native French primary school material, books and magazine articles which French speakers can choose to use in class as long as they are able to work independently. French speakers' knowledge of the language is invaluable to others therefore they will be encouraged to support their peers in class. In Year 5 & 6, within the topics taught in class, French-speaking children are given the opportunity to use their knowledge of French to write more complex paragraphs and experiment more freely – they are given grammar and spelling guidance by the French teacher.

10. Health and Safety and Safeguarding

See Teaching and Learning Policy

11. Roles and Responsibilities

The French teacher has responsibility for leading French and language of the month (LOM) under the guidance of the UKS2 Phase Leader

The French teacher also has responsibility for English as an additional language (EAL) and leads the 'Language of the Month' (LOM) initiative across the School.

12. Policy Review

Reviewed on 31st October 2022 – next review: 31st October 2024

This policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement Committee for curriculum policies.