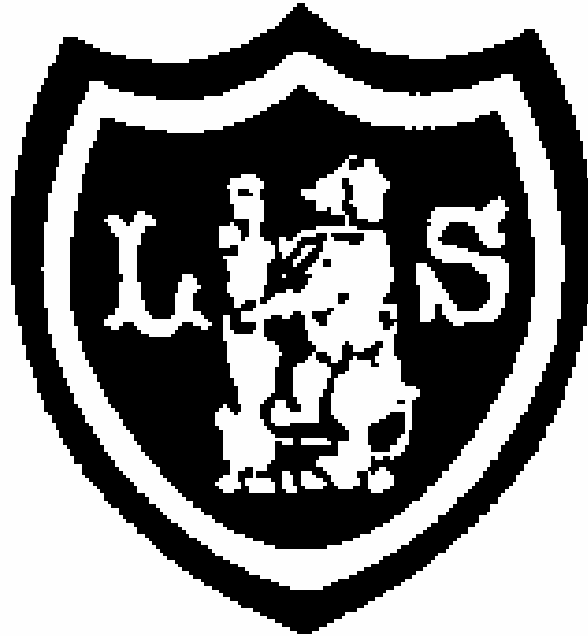


Lapworth CE Primary School



Policy for Modern Languages (Teaching and Learning)

LAPWORTH CE PRIMARY SCHOOL

Policy for Modern Languages

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.” The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

1 Aims and objectives

1.1 At Lapworth School, we support the view that learning a modern language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. At Lapworth School we believe that the learning of another 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 will also seek to develop our curriculum so that teaching another language is a normal part of it. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to another language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of another language facilitates the learning of other languages later in life.

1.2 Our main objective in the teaching of a modern language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern language;
- develop particular language-learning skills;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of modern languages in general;
- use their knowledge of the language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

1.3 Speaking and listening

The children will learn to:

- listen carefully and recognise the sounds and combinations of sounds which are familiar to, or different from, English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

1.4 Reading and Writing

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context, eg, classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

1.5 Intercultural Understanding

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

2 Teaching and learning style

- 2.1 We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another language.
- 2.2 We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for Modern Languages at Key Stage 2 and the QCA Schemes of Work for Modern Languages at Key Stage 2. We have adapted this to the context of our school and the abilities of our children.
- 2.3 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We frequently use mime to accompany new vocabulary in the language, as this teaches the language without the need for translation. Where appropriate, teachers give children opportunities to practise their new language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.
- 2.4 We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.
- 2.5 We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern languages. We build children's confidence through constant praise for any contribution that they make in the language, however tentative.
- 2.6 We allow for differentiation by:
- using peer support – we partner pupils of disparate ability;
 - setting common tasks which are open-ended and can have a variety of responses;
 - providing resources of different complexities, matched to the ability of the child.

- 2.7 We assess the children's progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:
- AT1: Listening and responding;
 - AT2: Speaking;
 - AT3: Reading and responding;
 - AT4: Writing.
- 2.8 Languages are part of the day to day life of the school. For example, teachers may use another language to give simple classroom instructions ("come in quietly"; "listen"; "look"), to ask questions ("who wants school dinner?"; "what's today's date?"), to take the register and to give permission for children to leave the room. Children are encouraged to respond using the language they have learned and sometimes teachers and learners develop new language skills together, with teachers acting as role models in the learning process.

3 Organisation

- 3.1 We teach a modern language to children throughout Key Stage 2. The way in which this is organised varies, depending on our staffing situation each year. We introduce the subject in Year 3. In Years 4, 5 and 6, we aim to build some specialist language teaching into the normal school curriculum. This is sometimes done by timetabling language lessons each week, or it may be done by planning for 'block' weeks of intensive instruction. We also plan opportunities for language learning in the teaching of other subjects (see Section 5 below).

4 The curriculum

- 4.1 French is the modern language that we teach at Lapworth School.
- The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for Modern Languages and the QCA Schemes of Work for Modern Languages at Key Stage 2.
- 4.2 We teach the children to know and understand how to:
- ask and answer questions;
 - use correct pronunciation and intonation;
 - memorise words;
 - interpret meaning;
 - understand basic grammar;
 - use dictionaries;
 - work in pairs and groups to communicate in the other language;
 - look at life in another culture.

5 The contribution of ML to teaching in other curriculum areas

- 5.1 English
- The learning of a modern language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure.
- 5.2 Mathematics
- Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.
- 5.3 Personal, social and health education and citizenship
- One of the main benefits to the children of learning a modern language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

5.4 Spiritual, moral, social and cultural education

By teaching a modern language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in another culture.

5.5 Geography

We ask the children to do research on the different countries in which the particular language is spoken (after they have first found them on a map or a globe). Modern language pupils likewise learn about the climate of the countries in which the language is spoken.

5.6 Music

We teach children songs in the modern language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question (e.g. Saint-Saëns's 'Carnival of the Animals' in the case of France).

5.7 History

We teach children about significant historical figures and events in the history of the countries whose language we are studying (e.g. about William the Conqueror in the case of France).

5.8 Science

Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

5.9 PE

We teach children dances from the countries in which the language is spoken, e.g. 'Sur le Pont d'Avignon' in the case of France. Many of the games we use to teach children modern languages are very active games that require fast reactions, e.g. French versions of 'Simon Says' and 'Grandmother's Footsteps'.

6 Modern languages and inclusion

6.1 At our school, we teach a modern language to all children, whatever their ability. A modern language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern language.

6.4 We enable pupils to have access to the full range of activities involved in learning a modern language. Where children are to participate in activities outside the classroom (e.g. playing a playground game in a modern language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for learning

7.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by regular assessments to evaluate what the children have learned. The school uses the four national attainment targets to evaluate the

progress of each child, and to provide information to the secondary school when the children transfer.

- 7.2 Older children are encouraged to make judgements about how they can improve their own and each other's work.

8 Resources

- 8.1 We have built up links with our local secondary school. This enables us to access more specialist language teaching and additional resources (e.g. audio and interactive CDs; videos and DVDs; books, games and artefacts) which supplement our own more modest collection of resources. Interactive CD-ROMS are kept in the computer suite; other modern language resources are kept in the resources room.

9 Monitoring and review

- 9.1 We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school.

The coordination and planning of the ML curriculum are the responsibility of the subject manager, who also:

- supports colleagues in their teaching, by keeping informed about current developments in Modern Languages, and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in Modern Languages, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe Modern Languages lessons across the school.

- 9.2 The headteacher reports to the governing body on the progress of children in French, in the same way as for progress in any other subject. The governors' performance and standards committee has the responsibility of monitoring the success of our French teaching.

- 9.3 The headteacher and subject manager also liaise with our local secondary school, so that they are aware of the modern language experience of our children when they move to the next phase of their education.

Signed:

Date: