

PRINCE OF WALES PRIMARY SCHOOL

FOREIGN LANGUAGES POLICY

FL

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.” The National Curriculum (September 2013) page 193.

Introduction

At Prince of Wales 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, promotes global citizenship and encourages them to understand their own cultures and those of others.

Foreign language learning has now become part of the National Curriculum from Key Stage 2 onwards. However, at Prince of Wales, we recognize the value of providing age appropriate language learning opportunities throughout school. In the EYFS and KS1 exposure to language is done through whole school Language, or cultural days e.g. ‘Bastille Day’ activities in class, singing songs and becoming familiar with simple vocabulary in Foundation/KS1 assemblies.

In the Autumn Term 2018-19, French will be offered as an Enrichment activity after school for children in Years 3-6.

Aims and Objectives - Teaching a FL at POW Primary School essentially aims to:

- foster an interest in learning other languages in a fun and enjoyable manner;
- stimulate and encourage children’s curiosity about language
- speak with increasing confidence, fluency and spontaneity
- develop their speaking and listening skills
- can write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt
- help children develop their awareness of cultural differences in other countries
- make teaching a foreign language an integral part of the curriculum making strong links with other subjects.

Research shows that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills; it raises awareness of the multilingual and multicultural world giving children a global/international dimension to their learning. Also, children who already have a native language raise their capacity to learn another language. Florence Myles states that *there are two main reasons behind the introduction of foreign languages in primary classrooms. The first is the belief that 'the younger the better', the idea that young children are intrinsically better language learners, and will therefore become more proficient more quickly* (Myers, 2017)

Subject content - The children will learn 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, 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, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Teaching and learning Primary Languages

At Prince of Wales School, we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of French whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning. There are three main contexts in which language teaching and learning take place:

1. Languages lessons

In Key Stage 2, children are taught specific skills, concepts and vocabulary in dedicated lessons by the class teacher whether through 30 minute sessions or offered as an

enrichment session after school for some children (as this is a chosen activity). Lessons are aimed at using the target language through roleplay and lots of repetition. Ideally, we aim to give opportunities for reinforcement of the language during the week. In the Early Years Foundation Stage and Year One, language is introduced in incidental sessions (see paragraph 3).

2. Languages embedded into other lessons

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 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.

3. ‘Incidental’ language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('be quiet', 'listen'; 'look'), to ask questions ('what's today's date?') and to take the register; also children around the school have access to phrases in their classrooms and corridors such as: open/close the window, open/close the door, the date written in French; please, thank you.

Children are 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.

British Values

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken. For example in DT – the unit - Making Bread looks at different types of breads around the world including French bread. This was a key element in planning the school's cultural day where there was a celebration of languages and culture. By learning about other cultures, children will be able to identify and explore what British Values are – where we are similar and different to other countries.

Inclusion Primary

Languages teaching at Prince of Wales School, 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 Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

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. Paired and group work for collaborative work may be made up in different ways, depending on the task.

Planning and resources

Primary Languages is planned following the guidelines outlined in Curriculum 2014. It uses the 'Lightbulb Languages' scheme of work – This scheme of work continues to provide pupils with the opportunity to express themselves and learn new vocabulary as well as learn in a fun way through, role-play, songs and games.

It is supplemented with the school's own Espresso website for language age-appropriate videos and other activities. The Subject Leader will endeavor to seek further network from the Borough in order to continue to support staff and to ensure that there is continuity and progression.

Teachers and teaching assistants collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school. The Primary language resources are added to each year, after the Subject Leader audit and an update of the yearly Action Plan.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built from the 'Can Do statements' from the Languages ladder (Grade 1 to 3). Achievement is measured against whether each individual has met a particular objective; this is then marked as 'at age related expectations , ARE) below or above ARE. 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 work (In individual French books).

Links outside school/International

Primary Languages gives us an ideal opportunity for making links outside od our school – in recent years we have made links through the use of ICT with a French school where children exchanged emails and other cultural interests. We encourage children to share their experiences of visiting or living in other countries. We endeavor again to make links with children from other French-speaking countries such as the Congo, Senegal, where a few of our children are from.

Additionally, our school is now part of the E-twinning network - An extended International outreach programme for teachers and their pupils.

As part of the Humanities team – (see School Action Plan) the subject lead, looked at pollution/looking after our Environment, which was shared with a Turkish school via the E-Twinning platform. Our contribution was shared with other countries and in return we received a Certificate for our contribution.

Extending Language learning

We plan to hold a multi-cultural event each year after the successful cultural evening in March 2018; this helped the children to express themselves and share in other children's culture.

WORLD BOOK DAY

At Prince of Wales school, we endeavor to hold an annual World Book day. This is a very productive and engaging event for the children who read story books from all around the world. This also involves French speaking children and their parents who are able to read French story books to their children, to engage in the language.

References:

Myles, F. (2017). **Learning foreign languages in primary schools: is ... Languages, Society & Policy**
<https://doi.org/10.17863/CAM.9806> ...

January 2019

Review: December 2019

J Gilfillian
FL Leader