



Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



Languages policy

This policy document sets out the school's aims, principles and strategies for the delivery of Languages at Stottesdon CE Primary.

The rationale for Primary Languages

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society. We interpret the term 'Languages' to include the use of any living language to communicate ideas and receive information.

The school's aims for Languages

The school will aim for all pupils to meet the language skills detailed in the [National Curriculum 2014](#)

The overall aim for Languages is that pupils' learning is enriched in a broad curriculum in which languages contribute to. We aim for all pupils to:

- understand and respond to spoken and written language which is not their own first language.
- speak with increasing confidence, through discussion and questions.
- continually improve their accuracy of pronunciation and intonation.
- write in another language for different purposes and audiences, using the grammatical structures taught.
- discover and develop an appreciation of written forms in the language studied.

The school's curriculum organisation

The school will teach French. The school's planning is based around the [progression document](#) created in collaboration with Secondary school. Adaptations are made to ensure planning is progressive in developing pupil capability.

By the end of KS2 pupils will access French teaching for around 60 minutes per week. This time allocation is made up of a combination of a dedicated lesson and informal inputs.

Curriculum Management

The Subject Leader/teacher will facilitate the use of Languages in the following ways:

- To plan a dedicated weekly lessons in both KS2 classes and to provide opportunities to practise and engage with language at appropriate points in the school week.
- By providing CPD so that all staff are confident in how to teach the subject and have sufficient subject knowledge
- By attending appropriate courses to update knowledge of current developments
- By monitoring and evaluating the curriculum
- By improving aspects of practice identified in monitoring

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Approaches to language teaching

- The school believes that pupils learn more effectively if they are enjoying what they are doing.
- Computing is used across the school to motivate pupils and to support teachers with model pronunciation.
- The school uses community and other links, where possible, to expose pupils to native speakers.
- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language.
- Use active learning to engage motivation.
- Use games and songs to maximise enjoyment
- Embed language learning in class routines and school life when possible
- Integrate cultural references across the curriculum where possible

Embedding MFL in the curriculum & exploiting opportunities

The school believes pupils will learn languages more effectively by having frequent exposure to them. Where appropriate, teachers give children opportunities to practise MFL in a variety of contexts. For instance, with the date and when answering the register, lining up and expressing lunch choices. This integrated approach allows children opportunities to use and develop their language for communicating in stress-free, real-life contexts.

Recording, assessment and reporting

As the teacher and pupils work through the scheme of work, they will record progress termly against the progression document. This will be used to support teaching and learning. Each child at Key Stage 2 will have a French book in which to keep any written or printed class work. Computing based work will be saved into pupils own files.

For reporting purposes, in each biannual report, indication of attainment, progress and effort will be given. Year 6 children will be supported with transition through liaison with Secondary Staff.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their language skills in French. Positive images of languages being spoken by people of both sexes will be promoted. Activities will be differentiated and amended where appropriate to ensure the inclusion and enjoyment of all children, including those with special educational needs.

Resources

A variety of resources are available in school. These include:

- Bilingual children's picture and story books
- French/English dictionaries
- Atantot online resources
- French songs and activities on school server
- Classroom/school labels and topic vocabulary in French