



Ryelands Primary and Nursery School

Languages Policy

The Languages Policy was developed as part of a consultation process involving the following people: pupils, staff, parents and governors of the School, local High School Language Leaders, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Curriculum Policy
- E-Safety Policy
- Child Protection Policy
- Health and Safety Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Policy Created:	September 2018		
First Presented to Governors for approval:	September 2018		
Proposed Review Cycle/Next Date:	3 Year	September 2021	
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review Languages			
Date:	September 2018	Date:	September 2021
Date:		Date:	
Key Changes:	Key Changes:	Key Changes:	
<ul style="list-style-type: none"> • Ethos statement updated in line with new school mission statement. • Aims 	<ul style="list-style-type: none"> • Date only • Minor amendments (highlighted) 		
Presented to Governors:	Presented to Governors:	Presented to Governors:	
26 th September 2018, Curriculum Committee	Curriculum Committee Wednesday 10 th November 2021		

1. Ryelands School- Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

2. Aims

The national curriculum for languages aims to ensure that all pupils:

- 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 Languages – key stage 2 3
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.

3. Subject Statement

At Ryelands Primary School we teach French to all KS2 children as part of the normal school curriculum in line with National Curriculum requirements. We do this for several reasons.

We believe that many children really enjoy learning to speak another language.

We are committed to early language learning and believe that the earlier a child is exposed to a foreign language, the faster and more effectively the language in question is acquired. Therefore, we believe that it is desirable to introduce a new language to children when they are at primary school, as they tend to be

less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates life-long language learning.

We believe that learning a foreign language is 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.

4. Teaching and Learning including Planning and Organisation

The focus for Foreign Language teaching at Ryelands is French. All pupils begin to learn French in Year 3. Pupils in KS1 and the Foundation stage may be involved in introductory activities and informal learning opportunities. In teaching French a range of teaching and learning experiences should take place with all learning styles considered. Medium term planning will take account of differentiation and progression to meet the needs of all children and the school

Learning outcomes will be in line with the programme of study. Work is enhanced by a range of strategies and resources to assist learning.

Planning will broadly follow a scheme of work produced by Janet Lloyd Network and the Twinkl Scheme. It is then cross referenced to the New National Curriculum Programme of Study.

There are two fundamental principles which underlie the processes and strategies which are adopted.

- That pupils learn more effectively when they are actively involved
- That purposeful practice in the language is more important and effective than just passively receiving information about it.

Work programmes within the classroom will therefore reflect the need for the learner to be engaged in activities which range appropriately across all five language skills:-

- Listening
- Speaking
- Reading
- Writing
- Grammar

This will be achieved through:-

- Having a relevant purpose which is clear to the learner
- Promote personal involvement, responsibility and decision making
- Take place, as far as possible, within context
- The use of stimulus materials which relate directly to the culture connected to the target language

Language learning occurs through KS2 in a formal and informal method. All KS2 classes offer between 45 and 60 minutes per week teaching time. This will be achieved in a timetabled lesson whilst incidental learning opportunities occur through the use of language for real purposes e.g. taking the register, classroom commands, giving routine instructions, celebrating achievements, singing, dancing, PE, storytelling and birthdays.

We believe that non-specialist class teachers and teaching assistants can effectively deliver the teaching of foreign languages using appropriate resources and with appropriate training.

Foreign Language is taught through song, games, role play, activity and daily routines whilst making maximum use of the target language. Cross curricular links are made to other subjects where appropriate. Pupils will learn how to:

- Ask questions
- Use correct punctuation and grammar
- Memorise words
- Interpret meaning
- Understand basic language and grammar
- Write using the target language
- Communicate with each other and native speakers of the target language
- Examine life in another culture

5. Curriculum overview and Progression including visitors, trips and extra- curricular provision

Teachers will follow the Ryelands primary school curriculum progression grid based on the above objectives. This document specifies the learning objectives that teachers in each year group will teach with ideas for projects and resources. This will ensure that there is no repetition through the year groups in terms of the content being taught. Additionally, the children will be able to take ownership over their learning through the use of learning mats, which link to the planning and learning outcomes.

The subject leader will periodically monitor the planning, teaching and output of language teaching in order to evaluate the impact and effectiveness of provision in school. The subject lead will identify opportunities for pupils to go on trips or organise visits from specialists that will support the languages curriculum. The subject lead will keep abreast of the latest developments in the fast-changing digital world as a means of making sure teachers are aware of the latest developments.

6. Assessment, Recording and Reporting

The principles for assessment for learning will underpin the assessment of Languages. We will aim to use a variety of methods to assess pupils including practitioner observations, summative and formative assessment that fully informs future planning. Information is shared throughout the school through display, celebration events, newsletters, reports, and the school web-site. Children will also be encouraged to evaluate their own and others' work in a positive and supportive environment. The assessment arrangements for Languages will be in line with the school current assessment policy.

The table below shows the end of year expectations as developed by Lancashire County Council in line with National expectations:

Year:	Listening:	Speaking:	Reading:	Writing:	Grammar:
3	Pupils can identify the meanings of simple words and phrases they hear by matching to an object/picture/person etc	Pupils understand a few familiar spoken words and phrases and respond to simple questions eg what's your name? How are you? Etc and others depending on topics covered in year 3. They can say or repeat some familiar words and short simple phrases.	Pupils can identify the meanings of simple words and phrases they see by matching to an object/picture/pers on etc They can recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns	Pupils can write or copy a few simple words or symbols accurately. Pupils have an awareness that symbols (eg accents) can exist and what they do.	Pupils understand some basic aspects of language structure eg gender, definite and indefinite articles, singular and plural, nouns, adjectives.
4	Pupils can understand a range of spoken phrases eg classroom instructions. Pupils may need things to be repeated.	Pupils can ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in year 4. Pupils can take part in a simple conversation and their pronunciation and confidence is improving. Pupils can observe social conventions when speaking to someone (ie formal and informal greetings and use of 'you').	Pupils can understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.	Pupils can write simple, familiar phrases accurately using a writing frame or scaffold.	Pupils understand some basic aspects of language structure eg question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.
5	Pupils can understand the main points from a spoken passage with some repetition eg items from a shopping list, simple opinions about school depending on topics taught in year 5.	Pupils can ask and answer simple questions and use a negative. They can take part in brief pre-prepared tasks eg a weather forecast, a short interview about school, interests/ transactional role play with increasing confidence and fluency.	Pupils can understand the main points from a short written passage in clear printed script. They are beginning to use a bi-lingual dictionary independently with some success.	Pupils can write two or three short sentences as a personal response accurately and can use reference materials/ support.	Pupils understand some basic aspects of language structure eg how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs eg aimer, jouer, porter etc.
6	Pupils can understand the main points and some detail from a short spoken passage eg someone talking about their friends, their home town, school, likes and dislikes etc.	Pupils can take part in longer conversations with increasing spontaneity and fluency. They can express simple opinions and their pronunciation is generally confident and accurate.	Pupils can understand the main points and some detail including simple opinions of a longer written passage eg email, postcard, story, poem, recipe, advert etc	Pupils can write a short text on a familiar topic using reference materials/ support. Pupils can write for a range of audiences and purpose. Pupils can use formal and informal 'you'.	Pupils can use basic language structures accurately and with confidence eg apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre), use prepositions and use some adverbial phrases to talk about the past or future in a simple way eg there was/ there will be. Pupils can understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.

7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

All KS2 children are expected to engage in language learning regardless of age or ability. However, their difficulty and the amount of time allocated to completing them will be modified according to the needs of different children, including those with recognised special educational needs. Children may be offered additional support, modified tasks or resources (enlarged for example), or extra times in school with adult support to complete set tasks.

8. Resources

The Subject Leader has provided a scheme of work for KS2. This has been cross referenced with the New National Curriculum. The scheme has been adapted to suit topics studied by each year group where appropriate and comes with detailed plans and resources that teachers can follow or use as guidance for their own planning. Plans and resources are available to every teacher and assistant.

Children will have access to appropriate reading material in class and French/English dictionaries will be readily available.

A yearly inventory will be taken of all resources available and if necessary a staff questionnaire will assess the use of those resources throughout the year. The subject lead will keep abreast of the latest developments in educational resources and look to ensure the school has the best available resources to ensure effective delivery of the curriculum.

9. Professional development and training

The Languages co-ordinator will assess and address staff training needs as part of the annual action plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.

10. Health and Safety

Laptops, chrome books and iPads will be made use of during languages lessons. Guidelines are set out in respect of this in the Computing Policy.

11. Roles and Responsibilities

Teachers will:

- a. Provide regular languages sessions for pupils in line with the expectations outlined in this policy.
- b. Use computing as an opportunity to consolidate learning, develop creativity and prepare pupils for the next stage of their school career when appropriate, ie. Year 6.
- c. Differentiate their planning to meet the needs of different individuals and groups of children in school.
- d. Provide the necessary resources, information and instructions for any languages homework to be completed (ie. passwords for subscription website).
- e. Parents are encouraged to support the learning of languages where possible by encouraging use of ICT and computing skills at home during homework tasks. They will be made aware of e-safety and encouraged to promote this at home.

12. Monitoring and Evaluation

Regular monitoring of all aspects of language learning will inform the subject leader and school development plan/school evaluation form on a regular basis. The Languages co-ordinator will aim to use a variety of monitoring strategies including: discussion with children, observation of learning environments, aspects of teaching, planning and work samples on a formal and informal basis with the aim of ensuring adequate curriculum progression and skills. Class teachers are expected to keep records of work undertaken in language learning, in order to inform future planning and should be available on request