

	Oldfield Park Junior School		
	Primary Languages Policy		
	Date	Author(s)	Notes
Drafted	10/2011	Penny Jenner	Policy based on MFL Curriculum
Reviewed	06/2013	Penny Jenner	Amended in light of the new National Curriculum
Reviewed	05/2016	Penny Jenner	Amended for the 2015/2016 academic year.
Adopted			
Reviewed	10/2019	Penny Jenner	Updated
Sub-Committee:		Governor: Mrs K Payne	
This policy to be reviewed annually in Sept by Primary Languages Subject Leader			

Primary Languages at Oldfield Park Junior School

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, it goes to his heart."

Nelson Mandela

Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. At OPJS it is our intent to should foster children's curiosity and deepen their understanding of the world through high-quality languages education. Children express their ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing. We hope our language teaching provides the foundation for learning further languages, equipping children to study and work in other countries.

At Oldfield Park Junior School we further pupils' understanding of languages through our *Language of the Term* activities as well as enrichment sessions like *European Day of Languages*, Japan Day and regular Residential visits to France and the Netherlands.

Implementation

The teaching of Primary Languages across the school follows the National Curriculum through the use of The Primary French Project (Institut Français), pupils are generally taught weekly. Through regular teaching, children are taught 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 start to link the spelling, sound and meaning of words
- engage in supported 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
- present ideas and information orally
- start to 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
- start to 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 (where relevant): feminine and masculine 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.
- Have an insight into the life, culture and capital of France.

Impact

Assessment of children's learning in Primary Languages is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.

Summative assessment is conducted by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. This is to be recorded on the Primary Languages Assessment Spreadsheet (in development).

Primary Languages is also monitored by the subject leader throughout the year in the form of book monitoring, drop-ins and informal pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

INTRODUCTION

‘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.’

Purpose of Study, National Curriculum, September 2013

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

At Oldfield Park Junior 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 the 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. As part of the National Curriculum, all Key Stage 2 pupils must learn another language

something to which we have been committed for a number of years. At Oldfield Park Junior School we have made the decision to teach French to all children in KS2;m pupils in Years 5 and 6 also learn Japanese. In addition, we offer a range of extra-curricular clubs in other languages.

AIMS

At OPJS, Primary Language teaching ensures that all children have the opportunity to:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and
- discover and develop an appreciation of a range of writing in the language studies.

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; and
- 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.

LANGUAGE LESSONS

Children are taught these specific skills, concepts and vocabulary in weekly French lessons, with their class teacher, following a KS2 scheme of work. The content of these sessions is reinforced during the week.

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 French; or children may count in French, while carrying out a maths activity; their PE warm-up may be led in French. This acts to reinforce the vocabulary and structures they have learned. French activities in Group Learning can be used to consolidate learning.

'Incidental' language:

We aim for languages to be a part of the day to day life of the school. For example, teachers can use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('what is today's date?') and to take the register. Children can be 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.

ROLE OF THE PRIMARY LANGUAGES SUBJECT LEADER

The Primary Languages subject leader plays an important part in achieving these aims. Therefore it is important that all members of staff are aware of this role, as detailed below:

- highlight areas for the development of Languages within the School Development Plan;
- co-ordinate the purchase of resources with the Head teacher and School Business Manager;
- review CPD needs of all staff and provide suitable training opportunities;
- keep up-to-date with developments and new technologies;
- develop the scheme of work ensuring a whole school approach to the planning, recording and assessment of Primary Languages;
- ensure that this policy is successfully implemented throughout the school;
- review and update this policy in due course.

STAFF PROFESSIONAL DEVELOPMENT

- All staff members are given the opportunity to highlight any training requirements on a regular basis with the subject leader. The Primary Languages subject leader then sets up training to meet the needs of individual staff. This ensures that all staff members have the appropriate skills to use Languages' resources effectively.
- All members of teaching and non-teaching staff are encouraged to develop their own confidence and expertise in languages.

- The Primary Languages subject leader discusses and reviews training needs and plans whole staff CPD as whole school issues arise.

INCLUSION

Primary Language teaching at OPJS 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 Language learning activities.

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. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.

PLANNING AND RESOURCES

Primary Language is planned following the broad guidelines set out in the National Curriculum. The school's Scheme of Work ensures that there is continuity and progression in both skills and content across all classes and year groups. Materials provided by L'Institut français (the Primary French Project) form the basis of our curriculum content.

Published resources including fiction and non-fiction texts, activity books, games and CDs are available for use throughout the school. In addition, *Euro Stars* is installed on all school computers and pupils as well as staff can access the interactive programmes. These are also suitable for whole class IWB based lessons. Teachers should also film and/or record pupils during role play activities

In addition, Year 5 pupils are taught Japanese as a curriculum subject in the academic year 2017-2018. This has been facilitated by a grant from The Japan Foundation. This will be developed further as the current Year 5 pupils move into Year 6 and staff training will enable this to be continued when monetary support is no longer available.

MONITORING PROGRESS AND ASSESSING ATTAINMENT

Opportunities to monitor the children's progress in French are built into our programmes of study. 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 as well as reading and the written product.

LANGUAGE LEARNING BEYOND THE CLASSROOM

At OPJS we are committed to fostering an interest and enjoyment of languages and cultures beyond our own. Each year, we celebrate The European Day of Languages, introducing pupils to a different European language each year. We aim to use the expertise of parents and friends of the school who are native speakers on such days.

In addition, we run weekly extra-curricular clubs in French, Spanish, Japanese and Latin.

Close links with Hayesfield School have enabled our Year 3 pupils to have taster lessons in Spanish and German each year. Our Year 5 pupils visit the same school to have taster language lessons annually. In the summer of 2016, we had a Japanese experience day, facilitated by the Japanese Foundation. Since this point we have taught Japanese in the Upper School and we will have a further Japanese day in September 2019.

To celebrate the languages spoken by pupils in school, we have a "Language of the term". This language is used for taking the register and other incidental interactions between staff and pupils. The language is introduced to the school by the Languages subject leader and the pupils who have ownership of the term's chosen language.

Biennially, a week's residential visit to France is open to all pupils and alternate years offer visits to other countries, most recently The Netherlands.

P. Jenner

Oldfield Park Junior School

October 2019