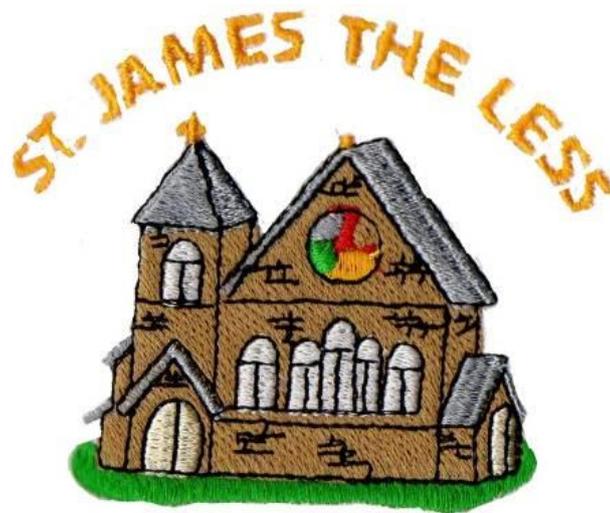
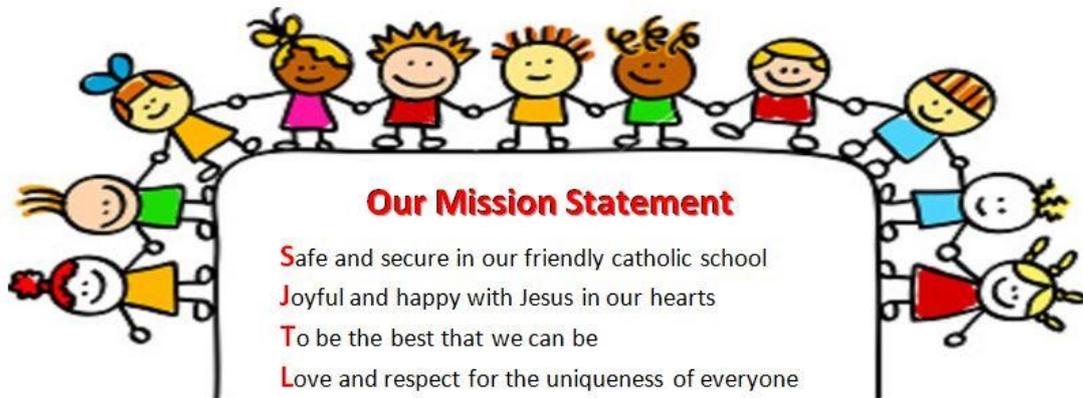


St James the Less RC Primary School



Foreign Languages Policy

Updated Summer 2021



At St James the Less RC Primary School we believe that the learning of an additional language provides a valuable educational, social and cultural experience for 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 an additional perspective on the world, encouraging them to understand their own cultures and those of others.

Aims and Objectives

The aims and objectives of learning a foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

Organisation

There are three main contexts in which language teaching and learning take place.

(i) Language Lessons

A European language is taught to all children in Key Stage 2 for 30 minutes per week following the broad guidelines set out in the National Curriculum which ensures that there is continuity and progression in both skills and content across all classes. Published resources including fiction and non-fiction texts and computer software are available for use throughout the school.

(ii) Language embedded into other lessons

Where appropriate, teachers give children opportunities to practise MFL in the context of lessons in other subject areas. For instance, some instructions may be given in Spanish in a PE lesson; or children may count in Spanish/ while carrying out a Numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

(iii) 'Incidental Language'

There is also an expectation that children will develop their language for communicating in real-life contexts becoming part of the day to day life of the school. For example, teachers may use Spanish to give simple classroom instructions ('come in quietly', 'entrad en silencio'; 'listen', 'escuchad'; 'look', 'mirad'), to ask questions ('What's today's date?', 'Qué fecha es hoy'; 'What time is it?' 'Qué hora es?')

The Curriculum

Based on the KS2 Framework for Languages we teach children to know and understand how to:

- ask and answer questions;
- use correct pronunciation;
- memorise words;
- interpret meaning;
- look at and appreciate life in another culture.

Teaching & Learning Styles

We are developing language learning in our school by:

- providing 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 maximize enjoyment
- embed languages in class routines and school life
- integrate language learning across the curriculum to connect with learning in other subject areas.

Inclusion

At our school we teach a foreign language to all children, whatever their ability. 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.

Monitoring Progress and Assessing Attainment

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 product.

Policy Review

This Policy Document will be reviewed regularly to assess its value as a working document