

# Jotmans Hall Primary School

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## Languages Policy

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Written by:	Fiona Ward
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## Introduction

At Jotmans Hall School we believe that learning a foreign language is an integral part of children's learning and we have chosen French as the first language. It encourages children to explore other cultures and open their eyes to different lifestyles and a new way of thinking. We encourage our pupils to express their thoughts and ideas through this medium and to feel proud of their achievements.



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## Aims & Objectives

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

- To foster an interest in learning other languages
- To introduce children to another language in a way that is enjoyable and fun.
- To make young children aware that language has a 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

We follow a non-specialist approach to the overall teaching of French, with support of the 'Rigolo' Scheme published by Nelson. Specialist teachers may be invited in, in conjunction with local secondary schools, and for special events such as language days.

## The Curriculum

French is introduced at the beginning of KS2 in weekly sessions. Teachers introduce each topic in turn, either using the Rigolo Scheme of Work or their own resources.

Topics are revisited on a regular basis in order to consolidate learning, linking new concepts to old ones, and allow children to become very familiar with pronunciation and ways of communication. We teach the children to know and understand how to:

- Ask and answer questions
- Use correct pronunciation and intonation
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries

- Work in pairs and groups and communicate in the other language
- Compare life in another culture

## **Teaching & Learning Style**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in games, role-play, problem solving and story.

Mime and repetition are essential in the pronunciation of new vocabulary, as they imply meaning without the need for translation. Listening, responding and speaking skills are emphasised, followed by simple writing skills when the children are ready and confident to attempt them. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced in to some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

In Years 3 and 4, the classteacher is responsible for leading the learning. In Year 5 a specialist teacher is brought in to reinforce and extend children's learning. In Year children's learning is reviewed and consolidated in preparation for KS3.

## **The National Curriculum Programme of Study for Languages**

### **Subject content**

#### **Key stage 2**

*Pupils should be 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 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 (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 Days**

These days are held in conjunction with support from older students from a local secondary school and are designed to provide the children with a unique opportunity to develop their language and communication skills outside of a classroom, in a variety of situations. They are also an opportunity to study different aspects of French culture in other French-speaking countries.

All the children in the School, including those in EYFS and KS1 take part in the activities on these days and then they are given the opportunity to feed back what they have learnt in a Learning Assembly.

### **Assessment & Recording**

Please refer to the Jotmans Hall School Assessment Policy and the Jotmans Hall School Marking and Feedback Policy.

### **Monitoring & Review**

The Foreign Languages Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching. The Subject Leader supports colleagues in the teaching of Foreign Languages and by providing strategic lead and direction for the subject in the School. The Subject Leader is also responsible for giving the Headteacher in an Annual Summary Report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

### **Resources**

These can be found in the Music Cupboard in Acorn Class.

### **Inclusion Statement**

At Jotmans Hall Primary School, we are aware that some children have difficulty accessing the curriculum. Therefore, in line with the Disability and Discrimination Act of 2005 and Equality Act 2010, and the SEN and Disability Code of Practice 2014, resources and material will be adapted and reasonable adjustments made to make sure that this subject is accessible to all the children in our care.

## **ICT**

ICT is embedded throughout all curriculum subjects. Children should, wherever possible, cover ICT objectives through their cross-curricular work. All staff and pupils must adhere to the E-Safety Policy, a copy of which can be found on the Safeguarding Notice Board.

## **Thinking Skills**

Thinking skills are essential in 'learning how to learn'. When Teachers focus on creative and well tried ways of thinking, standards rise, learning is accelerated and pupils grow in confidence and self-esteem.

At Jotmans Hall we are using the 'Let's Think' materials to develop thinking skills. Learners will be encouraged to share a common language and perception, respond to a challenge, think better in groups, think about their own learning and use their thinking in different situations throughout the curriculum.

In the Foundation Stage and Key Stage 1, Thinking Skills will be taught through Literacy, Maths or Science or taught as a discrete Thinking Skills lesson.

In Key Stage 2, years 3-5, Thinking Skills will be taught through Science. In year 6, Thinking Skills will be taught through Literacy, Maths or Science or taught as a discrete Thinking Skills lesson.

## **Problem Solving Across the Curriculum**

Effective problem solving and investigating is an important part of learning and teaching throughout the whole curriculum.

Children should explore types of problem solving and investigating to prompt previous knowledge, probe understanding, and promote and extend their thinking.

Problem solving activities or investigations:

- are effective (natural) strategies for learning.
- are active approaches to learning
- give children responsibility for their learning

Problem solving should permeate through all learning objectives and should not be seen as a 'bolt-on' activity. In shared work Teachers can use short problem-solving or investigative activities to:

- refer to previous work and pose questions to assess children's prior knowledge.

- demonstrate and scaffold investigations and problem solving, making explicit the key strategies applied.
- use an investigation or problem to teach the objective
- model the various methods of recording (e.g. tabulation, diagrams, etc)
- teach children how to interpret, select and use information
- encourage opportunities for thinking aloud and communicating with others.

In independent time Teachers can provide short or extended problem-solving or investigative activities to:

- support children in drawing out patterns, principles, conclusions, justifying answers or identifying relationships
- promote the social context for positive dialogue
- support children in developing a wide range of strategies in order to develop the skills of working systematically, including finding all possibilities
- help children record their thinking in a variety of ways including diagrammatic representation and simple algebraic notation.

In the plenary the Teacher may use a problem-solving or investigative activity to:

- assess children's understanding of the objectives being taught
  - prepare children for the next lesson or series of lessons
- provide opportunities to communicate children's different approaches to the specific problem solving activities in order to address any misconceptions.