

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Consideration, Care and Courtesy

Modern Languages Policy

PURPOSE OF STUDY

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. As pupils begin to understand and appreciate different cultures, people and communities, they too begin to think of themselves as citizens of the world as well as of the United Kingdom. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

AIMS

We aim to ensure that all pupils:

- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

SUBJECT CONTENT

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

At St Edmund's, we have chosen to study Spanish as a Modern Foreign Language. The focus of study in modern languages will be on practical communication.

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

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Consideration, Care and Courtesy

- 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.

PROCEDURES

OBJECTIVES

The children are taught to:

- become increasingly familiar with the sounds and written form of a modern language
- understand and communicate in a new language
- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in the target language
- look at life in another culture.

THE CURRICULUM

The methodology and curriculum are based on the KS2 Framework for Languages and the QCA guidelines presently under review.

The school is using the Primary Spanish scheme of work from Linguascope. The scheme covers all four years in KS2. It contains 12 units, 3 units per year, 1 unit per term, plus a Christmas unit.

- Units 1-3 for Y3 (or the first year of learning)
- Units 4-6 for Y4 (or the second year of learning)
- Units 7-9 for Y5 (or the third year of learning)
- Units 10-12 for Y6 (or the fourth year of learning)

TEACHING AND LEARNING STYLES

The teaching is based on the 5 strands specified in the KS2 Framework for Languages (**Oracy, Literacy, Intercultural Understanding, Knowledge about Language and Language Learning Strategy**), the guidance material in the QCA scheme of work for Modern Foreign Languages (KS2), Primary teachers use a variety of techniques to encourage the children to have an active engagement with the target language, including games, mimes, action songs and role play, with a stronger emphasis on the Speaking and Listening elements of language learning in the earlier stages. Teachers use cartoons and animations to present the target language and encourage participation. They use mime and other visuals to present new vocabulary in order to facilitate access to meaning with a minimum need for translation. They use a graded approach to introduce vocabulary (listen several times; listen and repeat, using different voices and rhythms etc; yes-no

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Consideration, Care and Courtesy

answers; only repeat if correct; multiple choice answers; guessing games and the finally closed questions of the "What is it?" type).

Listening, responding and speaking skills are emphasized in KS1 and 2 with gradual introduction of reading and writing skills in KS2. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers share language learning strategies with their pupils and frequently engage in discussions about how the language works. They try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Languages. Children's confidence is built through praise for any contribution they make, however tentative.

ASSESSMENT

Teachers assess children's progress informally during sessions, evaluating progress against the 5 strands from the KS2 Framework/the four national Attainment Targets of Listening and Responding, Speaking, Reading and responding and Writing/The Language Ladder.

TRANSITION

Links are made with our Secondary schools in order to:

- Establish an on-going dialogue.

- Share teaching and best practice

- Find out what data and format are desirable.

- Arrange mutual observations in order to better understand the nature of teaching and learning in the different phases and share good practice.

- Organise shared projects.

MONITORING AND REVIEW

The Modern Languages Coordinator provides the headteacher with a termly commentary on practice and progress. The headteacher reports to the governors on progress in teaching and learning.