



LANGUAGES POLICY

Date: December 2018

Signed: Susan Lingard
Head Teacher

Review: December 2019

1. Aims

The aims of Primary languages teaching at Hayton CE Primary School are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

2. Objectives

To read fluently

To write imaginatively

To speak confidently

To understand the culture of the countries in which the language is spoken

(see *Milestones*)

3. Teaching and learning

At Hayton CE Primary School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and where there is an emphasis on having fun with the new language. Computing is used where appropriate to enhance teaching and learning.

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

i) Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a **weekly** lesson with one of the following: **class teacher/headteacher/subject leader / specialist languages teacher**. The content of these sessions is reinforced by the class teacher during the week.

ii) 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 another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

iii) 'Incidental' language

Languages are a part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are 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.

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

4. Planning

We use the Chris Quigley Essentials curriculum for our planning.

5. Assessment and Recording

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.

	Milestone 1	Milestone 2	Milestone 3
To read fluently	<p>Milestone 1 (optional)</p> <ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
To write imaginatively	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.

<p>To speak confidently</p>	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
<p>To understand the culture of the countries in which the language is spoken</p>	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

6. Inclusion

Primary Languages teaching at Hayton CE Primary School 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 Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

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.

7. Resources

Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school. The Primary Languages resources are added to year by year.

8. Health and Safety

In line with our online safety procedures, children use school emails if the situation requires them to and also, when writing letters to partner schools, letters are vetted and the school address is used.

9. Extra Curricular Activities

At various times throughout the year we run after school languages clubs.

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and from time to time we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. When appropriate we make use of ICT links and email via approved sites on the Internet, to find out about life in other countries.

10. Staff development

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network workshops and local authority training. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities.