



# Molescroft Primary School Languages Policy

Written September 2010, Reviewed September 2013, Updated May 2016

## 1. INTRODUCTION

Language learning at Molescroft Primary School has been embedded throughout our learning environment, from signage around the school, to key phrases used in our assemblies. As a school we aim to provide the children with an exciting environment within which to learn languages.

Molescroft Primary School aims to provide children with an awareness of the benefits gained through language learning. Further, we aim to equip young learners for the future and ensure a smooth transition in language learning from Key Stage Two to Key Stage Three. We seek to expose children to language learning from Foundation Stage through to Year 6, thus ensuring a deeper learning and understanding of languages.

## 2. PHILOSOPHY

We believe that children at Molescroft Primary School should be aware of worldwide cultures and have the opportunity to be exposed to several different languages other than their mother tongue of English. Children learn French or Spanish.

Language learning prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop.

## 3. AIMS OF LANGUAGE LEARNING

The aims of Primary Language teaching at Molescroft 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, 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.



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The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- Listen for letter sounds and increase awareness of the phonology of a particular language
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- By KS2 children should begin to write sentences and short texts independently and from memory, and be able to write short descriptions with Year 6.

## 4. PLANNING AND DELIVERY

We aim to inspire, motivate and encourage language learning regardless of ability through interesting, engaging activities that appeal to all learning styles, kinaesthetic, auditory and visual, exploiting accelerated learning techniques.

Molescroft Primary School will achieve this through teaching languages both formally and informally, including everyday classroom situations, games, routines, songs, learning through rhyme, finger puppets and storytelling. All formal lessons are based on the original QCA/East Riding planning, new curriculum guidelines from the academic year 2014-2015 and Phonics related resources.

## 5. ORGANISATION



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We will ensure that children receive a well-rounded experience through learning languages. Children will learn a language from Foundation Stage through to Year 6. Children will enter the school and start learning either French or Spanish. They will continue to learn this language until leaving the school in Year 6. The result will be that we send a cohort of children to the Secondary feeder school with a different language (French or Spanish) alternate years.

All children in the school will receive language learning on a weekly basis. The exception will be the first and last week of each term. During this time, the Language Co-ordinator will take the time to plan and organise future lessons, resources and associated materials.

## 6. THE ROLE OF THE CLASS TEACHER

Languages will be taught by the class teacher and Language Co-ordinator. The class teacher can provide the continuity of experience and will underpin language learning through other areas of the curriculum, exploiting cross-curricular links.

Where a language is not a specialist subject for a class teacher, sufficient opportunities and resources will be made available to support their role. More specifically this includes:

- Availability of audio and visual DVD's and CD's and online support programmes to listen to native speakers
- Advertisement of local authority personal development courses for staff including teachers and teaching assistants (responsibility of the Language Co-ordinator)

## 7. TIMING

The Language Co-ordinator will teach across Key Stage One and Two. This will be on a fortnightly basis, providing teachers with a model lesson and follow up task for completion before the next lesson. The Foundation stage and Year 1, will have 15 minutes of their language each week. This will be taught through games and songs and reinforced with the Spanish or French dance/exercise music package. (Take 10 French and Take 10 Spanish)

Learning a language in Key Stage One and Foundation Stage will help to develop children's creative ability, personal and social skills. Children will have exposure to other European languages through special teaching weeks and events such as International weeks and language days and extra-curricular clubs.

In Year 2, children will have a 45 minute lesson with a 45 minute follow up task. Children will have a formal lesson based on the original QCA planning.

In Year 3, children will receive a 45 minute lesson with a 45 minute follow up task. Children in Year 4 will receive an hour long lesson with a 45 minute follow up task. Children in Year's 5 and 6 will receive a one hour lesson with a more flexible follow up task for Year 6 due to their work load commitments, for example using ICT to make a presentation or researching a particular aspect of learning. All year groups will make up the remaining time allocation with language learning embedded into the curriculum for example using numbers in the target language to answer the register.



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All children will be taught the phonics for their target language from Foundation Stage to Year 6. From Year 2 onwards, all children will have a languages book for formal recording. This will help to ensure children develop good reading and writing skills in the target language.

## 8. SCHEMES OF WORK

Molescroft Primary School bases language lessons upon the original QCA Schemes of work, combined with other appropriate materials and resources. These are available from the Languages Co-ordinator. The overviews for learning can be located in the 'Google drive' shared area in the Molescroft Share folder.

Additional planning and resources as appropriate will be added to the shared folder to enable teachers to access planning and resources in the absence of the Language Co-ordinator.

## 9. S.E.N and INCLUSION

All pupils have access to the Modern Foreign Languages curriculum, subject to differentiation according to their individual needs and in accordance with the school's S.E.N policy. Primary Languages teaching at Molescroft 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. Planning will have additional guidance on how to differentiate tasks. Pairs and groups for collaborative work may be made up in different ways, depending on the task. In summary this might mean:

- Setting open-ended tasks
- Ability groupings within the class
- Resources of different complexities
- Peer Support

## 10. EQUAL OPPORTUNITIES



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The Languages curriculum will be delivered to all pupils, regardless of age, gender, ethnicity or ability, subject to guidance and recommendations as set out in the school's Equal Opportunities Policy.

## 11. RESOURCES

Resources essentially will take the form of an interactive format and stored on the shared computer network. In addition practical resources will be stored in the Language Co-ordinator's classroom. Resources include access to the following:

- Puppets
- Photographs
- Games
- Songs
- Music
- DVD for supporting language learning including French, and Spanish
- Flash cards
- Books
- Counting equipment for learning numbers
- Objects to support language learning including plastic food, coins and other physical resources

## 12. MONITORING AND ASSESSMENT

Monitoring is carried out by the Language Co-ordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of language displays
- Collection of language planning
- Updating the Subject SEF
- Looking at the work in individual books
- Classroom observation
- Completion of self-assessment charts by the children

Opportunities to monitor the children's progress in Primary Languages are made available through the Co-ordinator's discussion with the class teacher. The assessment tool FLiC is used to



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assess the children against a set of 'I can' statements. These are broken down into skill areas.  
This provides an essential opportunity which helps to inform future planning and assessment as well as clearly showing areas which may require further development.

### **13. PHONICS**

From January 2015, children across all year groups will have a 5 minute part of each language lesson dedicated purely to the phonics link in the lesson. The Take 10 Phonics pack will be used to assist this learning in French. In Spanish resources adapted from Rachel Hawkes (Director of International Education and Research) (<http://www.rachelhawkes.com/>), will be used to help develop children's awareness of letter sounds and thus develop their ability to become familiar with new words and vocabulary more easily.



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