



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 aim to provide children with an intercultural understanding and 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.

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.

“The ability to understand and communicate in other languages is increasingly important in our society and in the global economy”

Languages for All: Languages for Life (DfES, 2003) page 5.

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.

“If a child’s talent and natural interest in languages is to flourish, early language learning opportunities need to be provided, and their aptitude needs to be tapped into the earliest opportunity when they are at their most receptive.”

Languages for All: Languages for Life

3. AIMS OF LANGUAGE LEARNING

The aims of Primary Languages 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, 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.

Speaking and listening



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Written September 2010, Reviewed September 2013

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;
- Write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

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 foreign languages both formally and informally, including everyday classroom situations, games, routines, songs, learning through rhyme, finger puppets and storytelling. All formal lessons will use the East Riding CPD planning and resources, together with existing plans, resources and language related literature.

5. ORGANISATION



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Written September 2010, Reviewed September 2013

We will ensure that children receive a well rounded experience through learning languages. Children will learn Spanish informally throughout the Foundation Stage, and French or Spanish including direct classroom teaching in Key Stage Two. Year One and Two will learn Spanish with a the school language co-ordinator fortnightly with informal reinforcement by their class teacher inbetween. This will be reviewed in light of any changes in provision at the Secondary school.

The Language Co-ordinator will teach across Key Stage Two. This will be on a fortnightly basis, providing teachers with a model lesson and follow up task for completion before the next lesson. In Year's 3 and 4, children will receive a 45 minute lesson with a 45 minute follow up task. Children in Year's 5 and 6 will receive a one hour lesson with oral based follow up work. All year groups will make up the remaining time allocation with language learning embedded into the curriculum. In addition, the Language Co-ordinator will offer support to Key Stage One in the form of simple stories, songs and games.

Learning a language in Key Stage One and Foundation Stage will help to develop children's creative ability, personal and social skills (Framework for Languages, 2005). In Key Stage One, learning will be in the form of songs, simple finger rhymes, nursery rhymes and simple counting games. This, combined with use of the target language in daily routines will prepare children for Key Stage Two. Children will have exposure to other European languages through special teaching weeks and events such as International weeks and language days and extra-curricula clubs.

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 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

8. SCHEMES OF WORK

Molescroft Primary School uses the QCA plans for Spanish and French which have been resourced by the local authority through CPD input days. These will be available from the Languages 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. Inclusion



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

In addition see Appendix 1.

10. EQUAL OPPORTUNITIES

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



12. MONITORING

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

13. ASSESSMENT

Opportunities to monitor the children's progress in Primary Languages are built into termly programmes of study using the 'Making and Marking Progress document. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working in all areas of language learning, speaking, listening, reading and writing. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are to be given levels based on the Languages Ladder descriptions. This will link to an assessment display in all classrooms to help to indicate to children where they are in the assessment process. Attached to this policy are examples of objectives per year group. (Appendix 2)



Appendix 1

Inclusion and Differentiation

Inclusion

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. Children with special educational needs tend to respond very positively to language learning. Many enjoy the practical and interactive nature of language learning. They feel a sense of achievement in being able to communicate in another language alongside their peers. In planning to meet the varied needs of pupils, teachers can adapt the Framework objectives and choose objectives from any part of the Framework which will be helpful in supporting the learning of individual children. The Framework in this respect fully reflects the principles in *Speaking, Listening & Learning: Working with Children who have SEN*. Children for whom English is a second or additional language can be greatly encouraged and supported by language lessons. They are able to take pride in their existing linguistic skills and see languages other than English being valued. They can build on their experience of using a number of languages in their daily life and contribute to the Intercultural Understanding of their fellow pupils. Their plurilingual experience may help them to learn the new language or languages.

Teachers can also use the Framework to provide suitable challenges for gifted and talented pupils. This can be through planning to address learning objectives from future years, differentiated questioning during whole class activity or through individual projects which encourage children to experiment with language and using models and reference sources to create new meanings with increasing independence.

(p.16 Primary Languages Framework)

Also see section 4, part 3 of the Languages Framework – this section has a large part on inclusion and gives suggestions about how to differentiate for both SEN and gifted and talented.

Other guidance:

Consider the following when you are differentiating in a languages lesson:

- **For SEN or less able who find reading/writing more difficult, ensure that there are pictorial representations for example if you are teaching the weather and you want to teach the written word then you may decide to give the less able child a set of pictures to respond with rather than a set of cards with the written word on them.**



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- Ensure that your lessons are appealing to all learning styles, it may not always be evident who are your less able children in languages initially. Ensure that you have the use of the smart board, access to pictorial as well as written instructions.
- Provide TA support to help model the language, even if the TA knows little language, if they are watching the teacher as the child is, then it is just a case of repeating a phrase, some children need the extra repetition.
- Plan in parts of the lesson which involve independent work, for example 10 minutes talking to partners or doing a picture-word matching activity or identifying words in a short passage. You can then use the time to do a quick walk around the class, listen and support individuals as required. Longer activities would enable you to work with a group and support them in a given activity.
- Look at the objectives in the framework and the end of year expectations for a Year 3, Year 4, Year 5 and Year 6 child. It might be that you are teaching a unit which is actually aimed at Year 3 but the children are Year 6, choose the objectives from the Year 6 objectives and tailor the activity so that you are still using more advanced language strategies.
- Ensure that there are words, phrases around the room in Spanish/French that children can refer to if they need to.
- You may have to exclude some of the objectives in the assessment process for example you may have a child who is mute or extremely shy/quiet. This does not mean that they are not aware of the Spanish/French. You would need to assess this differently and present them with picture and word clues instead or assess them in a pair rather than ask them to present to the whole class.



Appendix 2

Year 3 objectives at a glance

Oracy

O 3.1 Listen and respond to simple rhymes, stories and songs

- identify rhyming words
- perform finger rhymes and sing songs
- join in with storytelling.

O 3.2 Recognise and respond to sound patterns and words

- listen with care
- identify phonemes which are the same as or different from English and other known languages
- speak clearly and confidently.

O 3.3 Perform simple communicative tasks using single words, phrases and short sentences

- recall, retain and use vocabulary
- ask and answer questions.

O 3.4 Listen attentively and understand instructions, everyday classroom language and praise words

- repeat words and phrases modelled by the teacher
- remember a sequence of spoken words
- use physical response, mime and gesture to convey meaning and show understanding.

Knowledge about language

- Identify specific sounds, phonemes and words.
- Recognise commonly used rhyming sounds.
- Imitate pronunciation of sounds.
- Hear main word classes.
- Recognise question forms and negatives.
- Recognise how sounds are represented in written form.
- Notice the spelling of familiar words.
- Recognise that languages describe familiar things differently.
- Recognise that many languages are spoken in the UK and across the world.
- Recognise conventions of politeness.

Literacy

L 3.1 Recognise some familiar words in written form

- understand words displayed in the classroom



- identify and read simple words
- read and understand simple messages.

L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words

- pronounce accurately the most commonly used characters, letters and letter strings
- read aloud a familiar sentence, rhyme or poem.

L 3.3 Experiment with the writing of simple words

- write simple, familiar words using a model
- write some single words from memory.

Intercultural understanding

IU 3.1 Learn about the different languages spoken by children in the school

- increase awareness of linguistic and cultural diversity.

IU 3.2 Locate country/countries where the language is spoken

- identify some of the countries where the language is spoken.

IU 3.3. Identify social conventions at home and in other cultures

- know some facts about one country, e.g. climate, main towns, famous landmarks, produce.

IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken

- have contact with a native speaker
- view a video or media resource about the country
- send an e-mail, letter or postcard to a partner school.

Language learning strategies

- Discuss language learning and share ideas and experiences.
- Use actions and rhymes and play games to aid memorisation.
- Remember rhyming words.
- Use the context of what they see/read to determine some of the meaning.
- Practise new language with a friend and outside the classroom.
- Look at the face of the person speaking and listen attentively.
- Use gestures to show they understand.
- Recognise words which the teacher mouths silently.
- Write new words.
- Compare the language with English.



Year 4 at a glance objectives

Oracy

O 4.1 Memorise and present a short spoken text

- learn finger rhymes, poems or a non-fiction text
- learn and say several sentences on a topic.

O 4.2 Listen for specific words and phrases

- listen with care
- use physical response to show recognition and understanding of specific words and phrases.

O 4.3 Listen for sounds, rhyme and rhythm

- identify specific sounds e.g. rhymes, letters, phonemes, words
- compare different sounds.

O 4.4 Ask and answer questions on several topics

- practise asking and answering questions with a partner
- devise and perform simple role-plays.

Knowledge about language

- Reinforce and extend recognition of word classes and understand their function.
- Recognise and apply simple agreements, singular and plural.
- Use question forms.
- Recognise that texts in different languages will often have the same conventions of style and layout.
- Apply phonic knowledge of the language to support reading and writing.
- Identify a different writing system.

Literacy

L 4.1 Read and understand a range of familiar written phrases

- match phrases and short sentences to pictures or themes
- identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.

L 4.2 Follow a short familiar text, listening and reading at the same time

- make links between spoken and written words
- identify common spelling patterns in letter strings.

L 4.3 Read some familiar words and phrases aloud and pronounce them accurately

- read aloud words which they use on a regular basis, e.g. numbers, days, weather
- pronounce letter strings, words and phrases accurately with good pronunciation.



L 4.4. Write simple words and phrases using a model and some words from memory

- write labels for work on wall displays and in their books
- complete a semi-completed e-mail message to someone in a partner school.

Language and learning strategies

- Discuss language learning and share ideas and experiences.
- Use mental associations to help remember words.
- Ask for repetition and clarification.
- Use context and previous knowledge to determine meaning and pronunciation.
- Practise new language with a friend and outside the classroom.
- Plan and prepare for a language activity.
- Read and memorise words.
- Sort words into categories.
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing.
- Use a dictionary to look up spellings.
- Use context and previous knowledge to determine meaning and pronunciation.
- Access information sources.

Intercultural understanding

IU 4.1 Learn about festivals and celebrations in different cultures

- learn how children of different cultures celebrate special days
- identify similarities and differences
- learn simple phrases to celebrate festivals.

IU 4.2 Know about some aspects of everyday life and compare them to their own

- compare pastimes of children of different cultures and countries
- exchange information with a partner school, e.g. sports, hobbies.

IU 4.3 Compare traditional stories

- compare characteristics of simple stories between cultures
- look at the writing system of the language.

IU 4.4 To learn about ways of travelling to the country/countries

- revise the location of country/countries where the language is spoken
- identify a route from own locality to specified destination



Year 5 at a glance objectives

Oracy

O 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

- focus on correct pronunciation and intonation
- ask and answer questions
- use tone of voice and gesture to help to convey meaning.

O 5.2 Understand and express simple opinions

- agree and disagree with statements
- understand and express like and dislikes.

O 5.3 Listen attentively and understand more complex phrases and sentences

- understand the main points from speech which includes unfamiliar language.

O 5.4 Prepare a short presentation on a familiar topic

- remember, retain and recall words, phrases and sentences
- memorise and present a set of instructions.

Literacy

L 5.1 Re-read frequently a variety of short texts

- read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.

L 5.2 Make simple sentences and short texts

- understand that the order of words in a sentence influences the meaning
- make a sentence using single word cards
- make a short text using word and phrase cards.

L 5.3 Write words, phrases and short sentences, using a reference

- choose words, phrases and sentences and write them into a gapped text or as picture captions
- use a bilingual dictionary to check the spelling of familiar words.

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task.
- Integrate new languages into previously learnt language.
- Apply grammatical knowledge to make sentences.
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification Use context and previous knowledge to help understanding.
- Practise new language with a friend and outside the classroom.



- Look and listen for visual and aural clues.
- Use a dictionary or a word list.
- Pronounce/read aloud unknown words.

Intercultural understanding

IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country

- consider aspects of everyday life of children in their own and different countries
- reflect on cultural issues using empathy and imagination to understand other people's experiences.

IU 5.2 Recognise similarities and differences between places

- identify geographical features of contrasting locality
- learn about buildings and places in different countries.

IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country

- learn about symbols representing their own country
- learn about symbols and products from another.

Knowledge about language

- Recognise patterns in simple sentences.
- Manipulate language by changing an element in a sentence.
- Apply knowledge of rules when building sentences.
- Develop accuracy in pronunciation and intonation.
- Understand and use negatives.
- Appreciate that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.
- Understand that words will not always have a direct equivalent in the language.
- Notice different text types and deal with authentic texts.



Year 6 at a glance objectives

Oracy

O 6.1 Understand the main points and simple opinions in a spoken story, song or passage

- listen attentively, re-tell and discuss the main ideas
- agree or disagree with statements made about a spoken passage.

O 6.2 Perform to an audience

- recite a short piece of narrative either from memory or by reading aloud from text
- develop a sketch, role-play or presentation and perform to the class or an assembly.

O 6.3 Understand longer and more complex phrases or sentences

- re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences
- understand and express reasons
- understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.

O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories

- participate in simple conversations on familiar topics
- describe incidents or tell stories from their own experience, in an audible voice.

Literacy

L 6.1 Read and understand the main points and some detail from a short written passage

- read and respond to eg an extract from a story, an e-mail message or song
- give true or false responses to statements about a written passage
- read descriptions of people in the school or class and identify who they are.

L 6.2 Identify different text types and read short, authentic texts for enjoyment or information

- read for enjoyment an e-mail message, short story or simple text from the Internet
- read and understand the gist of a familiar news story or simple magazine article.

L 6.3 Match sound to sentences and paragraphs

- use punctuation to make a sentence make sense
- listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.

L 6.4 Write sentences on a range of topics using a model

- apply most words correctly
- construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.



Language and learning strategies

- Discuss language learning and reflect and share ideas and experiences.
- Plan and prepare – analyse what needs to be done in order to carry out a task.
- Use language known in one context or topic in another context or topic.
- Ask for repetition and clarification.
- Use context and previous knowledge to help understanding and reading skills.
- Practise new language with a friend and outside the classroom.
- Listen for clues to meaning e.g. tone of voice, key words.
- Make predictions based on existing knowledge.
- Apply a range of linguistic knowledge to create simple, written production.
- Evaluate work.
- Compare and reflect on techniques for memorising language.
- Use a dictionary.

Intercultural understanding

IU 6.1 Compare attitudes towards aspects of everyday life

- recognise similarities and differences in attitudes amongst children in different cultures
- learn about role models for children in different cultures.

IU 6.2 Recognise and understand some of the differences between people

- discuss similarities and differences between the cultures they have learned about
- recognise and challenge stereotypes.

IU 6.3 Present information about an aspect of culture

- perform songs, plays, dances
- use ICT to present information.

Knowledge about language

- Recognise patterns in the foreign language.
- Notice and match agreements.
- Use knowledge of words, text and structure to build simple spoken and written passages.
- Use knowledge of word order and sentence construction to support the understanding of the written text.
- Use knowledge of word and text conventions to build sentences and short texts.
- Devise questions for authentic use.