

Hill Farm Primary School Languages Policy

The national context

'Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations.'

DfES Languages for All: Languages for life, 2005

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others."

DfES The Key Stage 2 Framework for Languages, 2005

The local context

The Coventry model has been developed through the Pathfinder project and aims from the outset to provide pupils with a foundation for future language learning through encounters with languages from the local and international communities as well as an opportunity for discrete language learning. The principles behind this are threefold:

- 1 Primary languages by the primary classroom teacher
- 2 Cross-curricular links and skills
- 3 Transition

Overview of the local model

Year 3	Level 1 Investigating languages Reflection on language, languages and people who speak them. Identification of languages and looking at differences and similarities across languages. Pronunciation of words and copying words accurately.
Year 4	Level 2 Investigating languages Building on skills from Level 1 with more emphasis on sentence level work. Development of the skills of language recognition and investigation. Pronunciation of sentences and copying sentences accurately.
Year 5	Discrete language A focus on a discrete language, French, German or Spanish using a drip-feed of language used in everyday classroom routines alongside the delivery of discrete language lessons. Pupils learn to recognise patterns in the discrete language and learn to build words, phrases and sentences. Pupils enhance their skills in oracy, literacy and intercultural understanding using the language learning strategies and knowledge about language developed in Level 1 and 2.
Year 6	Discrete language Year 6 will focus on a discrete language delivered to ease pupils' transition between primary and secondary. This will enhance pupils' word, phrase and sentence knowledge from Year 5. Pupils will also be exposed to different tenses and language structures and will continue to progress in their skills of oracy, literacy and intercultural understanding further developing language learning strategies and knowledge about language.

Teaching and learning Primary Languages at Hill Farm Primary School

Aims

- 1 To prepare children to be global citizens
- 2 To increase cohesion in the community
- 3 To develop pupils' individual capacity to learn languages
- 4 To develop literacy and speaking and listening skills
- 5 To encourage independent thinking and problem solving skills.

Objectives

The objectives are organised into an approach as outlined in the local delivery model and aim to meet the requirements of the Key Stage Two Framework for Languages.

- 1 To investigate words in many languages
- 2 To investigate sentences in many languages
- 3 To focus on learning a discrete language
- 4 To focus on learning a discrete language and on pupils' transition to secondary schools

Organisation

Outline your own organisation for primary languages

The classroom teachers currently deliver languages throughout the week with each of their classes. Spanish is delivered as the discrete language. In order to ensure that children and teachers are confident in the pronunciation we use ICT to support through Early Start DVD's and through websites. Classroom language is drip-fed throughout the week and we are developing our reinforcement of languages across other curriculum areas e.g. warm-ups in PE. Our language delivery is strengthened through our link with President Kennedy where we attend termly support meetings and we link with Warwick University to enhance the children's language curriculum and also support staff. We are currently aiming to set up a link with a school in another country.

Delivery and curriculum

FS/KS1 Children build up an awareness of languages and cultures through using a daily calendar and learning a word of the week. Links to the Year 1 curriculum include; Where in the World?

Key stage 2

Year 3 Children learn to understand the importance of languages and begin to develop language learning strategies. They experience a range of languages

Year 4 Children build on their language learning skills and begin to apply them to learning stories and songs

Year 5

Year 6 Children learn Spanish using Early Start for 30 minutes per week and this is reinforced throughout the week

Assessment and monitoring progress

The classroom teacher, who will make informal judgements as they observe the children during the languages lesson, will track progress. On completion of a piece of work, the teacher marks the work, comments on it and gives advice for improvements. Pupils will retain progress sheets in their workbooks, which they will use to review their learning. The progress will be shared with parents through parents evenings and reports and with senior leaders and governors through curriculum review meetings.

Planning and time allocation

It is the role of the Headteacher along with the senior management team and governors to plan languages into the curriculum. It is the role of the school co-ordinator to discuss and advise on the implementation of languages into the KS2 curriculum. It is within the role of the co-ordinator to lead curriculum planning in languages throughout the Key Stage provision. It is the role of the classroom teacher to plan individual lessons using LA planning and resources.

The hour per week entitlement will be phased into the school over the next two years to meet the requirement by 2010.

Resources

There is a wide variety of resources available including

- Local Authority material
- Early Start
- Key Stage Two Framework
- Schemes of work
- Speekee

Staff Development

The Co-ordinator will identify training needs and encourage staff to go on central training

- To engage all class teachers in central training
- Attending co-ordinator's meetings and cluster meetings to enhance the knowledge of the subject co-ordinator
- Head teacher experiences training
- Whole school staff meeting

Development plans

- Implementing languages across Key Stage two with a focus on Years 3-5
- Improving staff confidence through accessing training
- Run a Languages day and apply for the ISA Foundation

Signed:

Date:

Review: May 2009

