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# Primary Languages Policy

December 2024

*Version 2.1*

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## 1 Introduction

- 1.1 This policy document sets out the school's aims, principles and strategies for the delivery of Primary Languages. It forms the basis for the development for the teaching of Primary Languages.

## 2 Rationale

- 2.1 In our school we teach a foreign language to all children as part of the normal school curriculum. We do this for several reasons:

- *We believe that many children really enjoy learning to speak another language.*
- *We are committed to early language learning and believe that the earlier a child is exposed to a foreign language, the faster and more effectively the language in question is acquired.*
- *We therefore believe that it is desirable to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates lifelong language learning.*
- *We believe that learning a modern foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, peoples and communities. Learning a foreign language helps pupils to extend their communication skills and enhances self-esteem.*

## 3 Aims of Primary Language study at SCPS

- 3.1 The aims of learning Primary Languages at SCPS are:

- *to introduce children to another language in a way that is enjoyable and fun*
- *to foster an interest in learning other languages*
- *to provide enjoyment, satisfaction and intellectual stimulation at appropriate levels*
- *to stimulate and encourage children's curiosity about language*
- *to increase confidence and ability in preparation for transition to secondary school*
- *to develop positive attitudes to speakers of foreign languages and an unprejudiced approach and understanding of other cultures and civilisations*
- *to give an insight into the culture and civilisation of the counties where the language is spoken*
- *to develop awareness of language structures in language and that these can be similar or different to English*
- *to progress speaking and listening skills*
- *to support global links around the world*
- *to lay the foundations for future study*
- *to extend language beyond mother tongue learning*

## 4 Principles of teaching and learning

- 4.1 The main focus of Primary Language teaching at SCPS, as in all Oxfordshire primary schools, is French. All pupils begin learning French in Year 1 and this continues to the end of Year 6.
- 4.2 We have a time-tabled half hour lesson per week for KS1 and a timetabled weekly hour-long lesson for KS2 classes, which forms a part of the school's policy to provide an enriched curriculum.
- 4.3 Learning outcomes will be in line with the National Curriculum expectation but work is also enhanced by a range of strategies and resources to assist learning.
- 4.4 Planning follows the Virtual French scheme of work, with modules in speaking and pronunciation, listening, reading and writing, grammar and cultural understanding. These are all cross referenced to the national curriculum for languages in primary schools.
- 4.5 Teaching and learning styles may vary but there are two fundamental principles which should underlie the processes and strategies which are adopted.
- *That pupils learn more effectively when they are actively involved.*
  - *That purposeful practice in the language is more important and effective than just passively receiving information about it.*
- 4.6 Teaching of languages will therefore reflect the paramount need for the learner to be engaged in activities which:
- *range appropriately across all four language skills*
  - *have relevant purposes which are clear to the learner*
  - *promote personal involvement, responsibility and decision making on the part of the learner*
  - *take place, as far as possible, within a context which is at least a good simulation of the authentic*
  - *use stimulus materials which relate directly to the culture(s) connected to the target language*
  - *have the potential to stimulate and involve the learner's imagination, emotion, intellect and creativity.*
- 4.7 SCPS is devoted to embedding language learning into the normal curriculum wherever possible. Classroom teachers are actively encouraged to seek opportunity for including language learning throughout the school day, as many of the language structures and vocabulary that teachers need to effectively deliver the entitlement can be learnt easily by any enthusiastic primary teacher.

4.8 Primary languages are taught through song, games, rôle play, activity and daily routines whilst making maximum use of the target language. Cross curricular links are made to other subjects where appropriate.

## 5 Inclusion strategy

5.1 All pupils in Key Stages 1 and 2 with a special educational need (of whatever sort) should have the opportunity to experience Primary Language learning.

5.2 The aim is for pupils with an SEN to be integrated within the provision offered to others, but with appropriate access to the types of support most able to be effective: for example, specially modified materials and deployment of extra staffing resource.

## 6 Links to National Curriculum Subjects

6.1 The study of primary languages became compulsory for KS2 from 2014. It also benefits and supports all National Curriculum subjects, providing opportunities for children to make connections, and reinforce understanding and learning:

- **Literacy** - development of speaking and listening skills, the origin of words, intonation and pronunciation, grammar and sentence construction, different text types, poetry, storytelling and drama, identification of patterns and parts of speech, building dictionary skills and simple comprehension
- **Mathematics** – counting and numbers, money and currency, time, the date, data collection and analysis (surveys).
- **Science** – parts of the body and animals.
- **Geography** – comparison of home and other country, similarities and differences (locations, climate, culture)
- **History** – specific periods of history relating to other countries.
- **ICT** – e-mail contacts with schools abroad, presentation of work through word processing, Publisher and audio / video recording, sourcing of materials using the internet.
- **Music** – rhyme and rhythm in songs, phrases and words.
- **PE** – physical responses to instructions and games.
- **PSHE and Citizenship** – knowledge of other countries, cultures and traditions, sensitivity to difference, consideration of ‘otherness’, the multilingual society.
- **RE** – Religious customs and traditions in other cultures, celebration of festivals – Hallowe’en (la Toussaint), Easter (Pâques), saint days etc.

## 7 Monitoring

7.1 The Subject Leader monitors the teaching of modern foreign languages at Sonning Common on an ongoing basis and is able to see how pupils are progressing in each class, every week, through work scrutiny.

## **8 Resources**

- 8.1 The school is well-resourced with many books available and on-line resources including Virtual French to support language learning. Tablets, for example iPads, are also available with duolingo and other language learning apps.

## **9 Assessment**

- 9.1 Assessment is ongoing and generally of a formative nature to plan next steps for that class. Plans, whilst detailed and recorded as yearly overviews, are by no means 'written-in-stone' and the subject leader always looks for ways to incorporate new ideas and resources to keep the content fresh and fun.
- 9.2 Sonning Common Primary school values the importance of communicating to parents each child's progress in every area of learning and to this end, primary languages is referred to in end-of-year reports, at parents' consultations and curriculum sharing presentations.

## **10 Staff Development and Training**

- 10.1 The school considers staff development and training to be of high importance and therefore the Subject Leader holds foreign language-specific staff meetings and/or INSET days in the aim of further embedding primary foreign languages into the wider life of the school.

## **11 Dissemination**

- 11.1 The Policy is available on the school web site and a paper copy available on request from the school office.

## **12 Reviewing the Policy**

- 12.1 This policy will be reviewed bi-annually by the Subject Leader and monitored by the Link Governor. Changes are made to ensure that the Policy is relevant and up to date.