



Diocese of Norwich
Education and
Academies Trust

Cawston Church of England Primary Academy

Primary Languages Policy

Policy Type:	School Policy
Approved By:	Local Governing Body
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Person Responsible:	Languages Subject Leader

This Policy should be read with regard to our Equality Duties. Equality is based on the idea of fairness whilst recognising that everyone is different, and diversity is about the ways in which people differ and about recognising that differences are a natural part of society. Cawston C of E Primary Academy expects that all staff and volunteers who come into contact with children and young people treat them as individuals and make them feel respected and valued as an essential part of our commitment to safeguarding children.

This policy develops procedures and good practice within Cawston C of E Primary Academy, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people, including those who are vulnerable. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

1 Introduction

1.1 In our academy we teach a foreign language as part of the normal school curriculum. We do this for several reasons. First we believe that many children really enjoy learning to speak another language. Secondly, we believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea 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 the learning of other foreign languages later in life.

2 Aims and objectives

2.1 The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

3 Organisation

3.1 We teach a foreign language to children for one hour a week. The subject leader supports the class teachers in teaching their own classes.

4 The curriculum

4.1 French is the transition foreign language that we teach in our school. On a 2 year rolling programme we also teach Spanish.

4.2 The curriculum that we follow is based on the guidance given in the revised National Curriculum. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;

- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

5 Teaching and learning style

- 5.1** We base the teaching on the national curriculum objectives for modern foreign languages. We have adapted this to the context of our academy and the abilities of our children.
- 5.2** We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We may use puppets and soft toys to demonstrate the foreign language, and if possible also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.
- 5.3** We encourage the use of IT and internet to access native speakers of a language.

6 Assessment

- 6.1** We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons - there are no national key stage tests.

7 Monitoring and review

- 7.1** We monitor teaching and learning in the same way as we do all the other courses that we teach in the academy. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in Primary Languages.
- 7.2** The headteacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.