



A place to shine ...

***Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6***

Modern Primary Language policy

Consultation that has taken place	June 2019
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Person responsible for implementation and monitoring	Mrs Angela Kirtley

***'To another the working of miracles, to another prophecy, to another the ability to distinguish between spirits, to another various kinds of tongues, to another the interpretation of tongues
(Corinthians 12 verse 10)***

Rationale:

The learning of a foreign language provides a valuable, educational, social and cultural experience for the pupils of our school. Pupils develop communication, literacy and intercultural skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore similarities and differences between Spanish and English. Learning another language raises awareness of the multilingual and multicultural world including our school and community; and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of another language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and Objectives:

The aims and objectives of learning a Modern Primary Language are:

- foster an interest in another language
- introduce children to another language in a fun and enjoyable way
- stimulate and encourage children's curiosity about language
- encourage children to be aware that language has structure and the structure varies from one language to another
- support children in developing their awareness of cultural differences and similarities in other countries
- further develop their speaking and listening skills
- lay the foundations for future study through the development of language learning strategies
- develop a relationship with other schools in our partnership where the children learn Spanish; sharing our work and ideas
- develop a relationship with Walker Technology College; sharing our work and ideas

Organisation:

- Children should be taught languages by a specialist language teacher or by a class teacher who shows a keen interest in the subject and is committed to developing his/ her language skills.
- The children should be taught as a whole class, but it is also important that frequent opportunities are given to practise language skills, in smaller groups, in pairs and individually.
- Some speaking and listening activities inevitably produce high noise levels and lots of movement.

The games and activities planned should determine how the room is used. Tables should sometimes be pushed back so that the children have more space to move around

Scheme of work:

The school follows the North Tyneside scheme of work which has been written in accordance with the Key Stage 2 Framework. The scheme of work can be found on the Teachers' Drive and has extensive Unit plans and resources. The Spanish units are consistent across the NEAT academy.

Teaching and Learning Styles

- Appropriate language methodology for young language learners should include many different kinds of teaching and learning including:
- direct teaching, through whole-class and small-group sessions;
- active learning to engage motivation;
- use of games, songs and activities requiring a physical response to maximise enjoyment;
- opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups, or communicating with people in other countries, with varying degrees of support;
- opportunities for pupils to reflect on and reinforce their own learning, e.g. learning by heart or revising work.
- Good, successful strategies used in the Literacy lessons should be adopted in languages lessons egg text, sentence and word level work using Big Books. 'The Look Cover Write Check' method for learning to spell words in English should also be used to learn words in other languages.
- Successful strategies from Numeracy lessons should be copied and equipment like digit cards, number fans, number squares and dice should be used.
- There should be a lot of active learning and the use of games, songs, dance, rhymes, story-telling, playlets and role play should be encouraged.
- To deliver the curriculum effectively, and to try and encourage use of the target language, a wide range of equipment should be used, including electronic whiteboard, DVD, television and video, CD player, overhead projector, computer, digital camera, flashcards and games.
- In addition to a discrete language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register, classroom instructions and brain gym.

Quality of Teaching

- The teaching should be purposeful and include clear objectives for each lesson.
- The activities should be varied and used to promote learning of the content.
- There should be an efficient use of time and a good pace set to make sure sufficient ground is covered.
- There should be a range of specialist resources including recorded material and authentic texts.
- There should be opportunities to practise language skills as a class, in smaller groups, pairs and individually.

Quality of Learning

- The curriculum planning should ensure progression through the key stage and increased knowledge should be more evident in years 5/6 where children should have a larger vocabulary and a wider range of expression and should be more able to use the structures learnt to create their own language.
- Children should be given sufficient opportunity to master new language adequately.
- Successful strategies for consolidating learning should be constantly looked for to make sure that gains in learning are sufficient, given children's age, ability and time available.
- The use of the target language should be developed and children should be encouraged to speak the language spontaneously as well as when expressly required.
- The children should use the vocabulary and phrases they have learned for basic communication but should also be encouraged to apply their knowledge in new situations and should be given frequent opportunities to create their own language.

Differentiation / Targeting

- Initial stages of Languages teaching should stress building confidence and positive attitudes to language learning. It should aim to help all young beginners, regardless of ability, to learn to communicate successfully with a minimum command of language, using a small set of basic structures. In Key Stage 2 speaking and listening activities should be more demanding and different levels of questioning should be evident. Reading and writing should be clearly differentiated. At the end of each topic, challenging tasks should be set in all four skills, which provide opportunities for the children to create their own language.
- Language teaching should offer varied activities which are challenging and of immediate interest and should encourage repetition without boredom to consolidate what has been taught. All children should feel positive achievement in what they can do in the language.
- Target language inevitably stretches high ability children. The quick pace of a language lesson should help keep motivation high.
- Initial writing tasks are copy writing, which all ability children can attempt and succeed in. More able children should be encouraged to use the language structures and vocabulary taught to create their own language.
- There should be extension material available for high achievers who complete tasks quickly.
- Extra support should be given to low ability children when necessary.

Assessment, Recording and Reporting

- There should be a mixture of formative and summative assessment to ensure progress throughout the Key Stage
- A portfolio of a child's work should be started in Year 3 and continued throughout the Key Stage. The children should be given regular opportunities throughout the year to reflect on their learning and update their portfolio. The portfolio could be the Junior edition of the European Languages Portfolio or a school designed document.
- Self - assessment sheets and regular short tests should be used to encourage and motivate children and to keep as a record of achievement to date of the language covered. They should be used whenever the teacher feels that children will benefit from reflecting on how much they have learned, both during and at the end of the term's work and should be kept in the portfolio
- Assessment for learning strategies used in Literacy should also be adapted and used in language lessons, where appropriate, e.g. the evaluation of work against success criteria and the marking strategy of 3 stars and a wish.
- Reward systems could be put in place to motivate older children e.g. they could be rewarded with a sticker for every piece of assessed work they do well in. These could be stuck into their exercise book next to the assessed piece of work. The children who collect the most stickers could collect a further reward at the end of the school year.
- In addition, Listening tasks should sometimes be used to assess children at the end of a unit of work. This exposes the children to hearing native Spanish speakers which is good practice.
- Children should be given the opportunity to have their language skills accredited at the end of Key Stage 2 through the ASSET Languages recognition scheme.
- All children in Key Stage 2 should receive a written report on their progress in Spanish as part of their annual report to parents in the Summer Term.
- In reporting to parents statements about attainment, attitude and effort should be made.
- Reports should be written in readily accessible language and future learning targets set where appropriate.
- Parental comments should be welcomed and valued.

Equal Opportunities

- In the foreign language we want children of all races and backgrounds to enjoy working cooperatively together.
- Access and achievement for all groups should be promoted, in line with the school's policy on Equal Opportunity, as we want every child to reach his full potential.
- High and low achievers should be monitored to make sure the work is suitable and sensitivity should be shown to the needs of particular groups of children.
- Equal demands should be made on each gender, ethnic and ability group in oral work, particularly in answering questions.
- Stereotyping should be avoided and appropriate terminology and grouping arrangements used.
- The curriculum content should promote genuine access for all pupils and prepare them for the reality of an ethnically and culturally diverse society.
- There should also be equality of access for all children to key resources.

Racial Equality

- The content of the languages curriculum should reflect an ethnically and culturally diverse society. This should be in line with the LA policy on Racial Equality. (Refer also to 'Standards for Racial Equality in Schools.')
- A wide range of resources should be used to promote racial equality and cultural diversity and to challenge racial discrimination.
- The children should be made aware of all the different countries in the world where the language is spoken and appreciate the many different cultures involved.
- Tasks should be set which challenge prejudices and stereotypes.
- All children should have genuine access to the languages curriculum and equal access to key learning resources.
- There should be appropriate provision for helping bilingual pupils to fully access the language curriculum.

Special Educational Needs

- Studying a foreign language should help children with special learning difficulties to develop their general language skills, increase their social skills, and encourage their awareness of other people, places and cultures. It is hoped that children will feel positive achievement in what they can do in a language, which will help develop their confidence and self-esteem.
- A study by N.C.C. and CILT has shown that levels 1-3 do not pose particular problems even for children with educational difficulties. Strategies cited in the report which have helped children with S.E.N. achieve success should be used including:
 - varied and clear illustrative materials
 - clear practical tasks designed to build confidence
 - repetition (whole class, group, pair)
- The target language will be used sensitively with low ability children, but as a means of challenging exceptionally able children. Higher level questioning will be used with more able children and there will be an expectation that they will reuse language learned in different contexts.
- There will be appropriate expectations of children with S.E.N. and positive and constructive attitudes to learning difficulties.

More Able Children

- The schemes of work should incorporate the teaching of all four skills; Speaking, Listening, Reading and Writing. The latter are higher order skills and enable more able children to communicate at a more advanced level.
- Lesson plans include differentiated activities which allow the more able children to achieve National Curriculum levels 3 and 4, and Grades 3 and 4 at ASSET Languages Breakthrough and Preliminary Levels, by performing and writing raps, songs, poems, plays and stories.
- Teachers delivering Spanish should be trained in Assessment. They should be informed about the National Recognition Scheme and the mapping of qualification levels. They should have a sound knowledge of the four attainment targets and what children have to do to progress through National Curriculum levels 1-4, and ASSET Languages Breakthrough and Preliminary Levels Grades 1-4. They should be given opportunities at LA training sessions to practise levelling reading and writing exercises so that they fully understand what constitutes a specified Level/ Grade.
- The planning is modelled on the Literacy Strategy model of moving from word level to sentence level to text level. A text is shared with the children that prepares them for a piece of writing. This enables more able children to achieve National Curriculum levels 3 and 4 and Grades 3 and 4 at ASSET Languages Breakthrough and Preliminary Levels in reading and writing.
- Classroom teachers involved in the teaching of Spanish should be encouraged to develop their own language skills by accessing pronunciation classes provided by the LA. It is said that the 'children's accent will only ever be as good as their teacher's', hence the drive to improve linguistic competence. Accredited courses with Newcastle University, the OU and CILT are also advertised and promoted.
- The target language should be used as a means of challenging more able children. Higher level questioning should be used with more able children and there should be an expectation that they will reuse language learned in different contexts.
- Extension materials for the abler children should be provided.
- More able children should be offered opportunities to study more languages through breakfast clubs, master classes etc.

Continuity and Progression

- A languages curriculum should reflect continuity and progression across the Key Stage(s).
- The schemes of work should enable teachers to guide children's progression in line with the KS2 Framework for Languages in the three core strands:
 - listening, speaking (O: Oracy), reading and writing skills (L: Literacy);
 - awareness of different countries, cultures and people (IC: Intercultural Understanding);
 - And the two underlying strands:
 - developing language skills and language-learning skills (LLS: Language Learning Strategies); developing understanding of how language works (KAL: Knowledge about Language); understanding, learning and applying simple aspects of grammar (KAL: Knowledge about Language).
- The planned schemes of work take into account that to progress in their language learning, children should be given opportunities to reuse, in an increasing range of contexts, the skills, vocabulary, structures and grammar they have learnt. As they become more competent in using the foreign language, they should be encouraged to manipulate language more independently. They are based on the principle that constantly 'recycling' language is the key to becoming a proficient language learner.
- The recently written North Tyneside schemes of work take into account that in Key Stages 1 and 2 children will have followed the National Literacy Strategy and will

have knowledge of English, including grammatical awareness and knowledge of some grammatical terms. The schemes of work therefore consolidate and build on this work where appropriate. Children should be encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language. The importance of ensuring the children's continuity of learning when they transfer to secondary school should be recognised and Junior Language Portfolios or school designed portfolios, and any information such as grades awarded in ASSET Languages should be provided to the secondary school.

Links with other Subjects

Learning a language should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra as it can make a contribution to the learning of other subjects and, children can also develop their skills and understanding of their language through their work in other curriculum areas. Where there is a natural link the language should be included in a cross curricular approach. The following links with other subjects probably currently exist:

- English knowledge about language, development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare other languages with English are exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types e.g. fiction, non-fiction
- Maths numbers and counting in other languages e.g. addition and subtraction facts, the decimal system, the date, telling the time, money and currency, prices and costs, distance and speed, surveys, data collection and analysis
- Science environmental factors in different countries, comparisons between school environment and other countries through email/videoconferencing links and the use of internet, work on parts of the body and life cycles
- ICT e-mail contacts with schools abroad, materials from the Internet and satellite television, video and audio, presentation of work and data, videoconferencing, word-processing.
- Geography children can locate the country or countries where the language/ languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture.
- History cultural and language activity linked to specific periods of history e.g. learning about e.g. the Romans, the Aztecs and other historical figures.
- Music learning songs in the language and performing them on Spanish Day, rhyme and rhythm in songs and in words and phrases, comparing English examples

with those of other cultures (e.g. Sur le pont d'Avignon/ London Bridge is falling down) famous singers, musicians and composers from other countries.

- Technology designing and making things e.g. bookmarks, birthday cards,
- Art techniques e.g. line drawings used in display work. Learning about the artists of other countries and their paintings
- P.E using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.
- R.E international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- PSHE knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multilingual society. Learning respect for themselves and for others through learning to appreciate the cultural diversity within a multicultural society

Involvement of Parents, Guardians and Community

- Information about in the languages curriculum should be given information to parents and guardians on request.

Health and Safety

- There are potential hazards associated with children moving the television and other equipment on trolleys. This should only be done under the supervision of an adult.
- Children should not be allowed to touch the wires at the back of the television, computer or DVD player in case they get an electric shock.
- Care should be exercised when playing games in the classroom.

The Key Stage 2 Framework for Languages

Overview of the Learning Objectives

The Learning Objectives comprise of three clearly progressive core strands of teaching and learning over the four years of KS2:

- Oracy (Speaking and Listening) (O)
- Literacy (Reading and Writing) (L)
- Intercultural Understanding (IU)

In addition, two cross-cutting strands are included:

- Knowledge about Language (KAL)
- Language Learning Strategies (LLS)

These are of great importance in themselves as important tools for learning, providing a basis for children's future development as language learners.

See the Key Stage 2 Framework for Languages, pages 7, 8 and 9 for further details.

Oracy: Listening and responding

- Children should be taught how to listen carefully and discriminate sounds, identify meaning and develop auditory awareness. Teachers should use the following activities:
- respond on hearing a certain word(s), structures or phrases, e.g. put up hands, hold up an object, picture or word card, stand up;
- listen and respond to songs, poems or stories, and listen for certain details, information, repeated words or rhyming words;
- play games that require concentration on listening, such as 'Simon says', 'bingo' or 'true or false';
- respond to what they hear by performing an action or answering a question;
- pick out specific details from longer passages of familiar language, e.g. name, place, cost;
- listen to audio, videotape or CD-ROM and note down information;
- listen to and attempt to retain a sequence of numbers, letters or words which children then repeat, e.g. Je vais à Paris, elle va à Lille, il va à Nantes.

Oracy: Speaking The focus should be on correct pronunciation and intonation. Activities might include:

- reinforcement activities using visual aids (see 'Teaching and Learning Styles')
- joining in with songs, poems and rhymes and then learning them by heart
- integrating previously learnt language with newly learnt language;
- manipulating language, e.g. *using vocabulary and structures for a range of purposes and in a range of different contexts, changing the person of verbs, using plurals, forming negatives and questions;*
- taking part in pair and group work, e.g. *finding out and exchanging information, devising sketches and role plays;*
- recording onto video- or audiotape, e.g. *poems, songs, information about school, town, sketches, presentations;*
- preparing for a presentation/assembly.

Literacy: Reading and responding

Techniques used and developed during children's work in literacy should be used. Activities should include:

- replacing visual cues gradually with text cues;
- reading new words by sounding out and blending their separate parts;
- sounding out syllables in words to help memory;
- grouping similar sounds together;

- playing word games, e.g. word and picture dominoes, matching pairs; sorting and dictionary work;
- shared reading of short fiction and non-fiction texts including different text types e.g. newspaper reports

Literacy: Writing

Activities might include:

- finger writing in the air;
- writing new words by combining the spelling patterns of their sounds;
- communicating real messages by writing and sending e-mails;
- writing down personal information as it is learnt to create a pen portrait;
- making labels and posters;
- acrostic poetry, shape poetry;
- creating and extending sentences using familiar language;
- using a familiar structure as a framework for creative writing;
- preparing text for a wall display or presentation.

Presentation, practice and production

When planning lessons, a teaching sequence of **presentation, practice** and **production** should be used. At the **presentation** stage of a lesson, teachers should consider:

- use of a variety of visual aids, e.g. *real objects, puppets, video, acetates, picture flashcards, gestures*;
- ways of developing listening acuity by getting children to respond as they listen, e.g. *holding up picture cards or objects, 'Hands up when you hear...' 'If it's correct, nod your head, if it's wrong shake your head'*;
- presenting new words gradually, e.g. *between four and eight at a time*;
- the choice and order of presentation, e.g. *present the easiest and most useful words or cognates first, words of the same gender together*;
- repetition of a clear model, ensuring that children listen attentively before attempting to speak and encouraging them to watch the teacher's mouth for correct pronunciation;
- use of a variety of teaching approaches to aid memory, including active learning and the use of different senses. Activities might include handling objects, using sounds and music when presenting vocabulary, touching and identifying mystery objects;

- ways of encouraging children to take an active role at an early stage, e.g. *physical response, use of gestures to show understanding of words and while repeating, taking the role of the teacher, handling objects and flashcards;*
- ways of presenting new language in relevant contexts, e.g. *describing pets at home.* The new words then lend themselves to immediate and meaningful use by the children/ questions to the whole class first, then to groups and finally to individuals;
- varying repetition by asking children to say things loudly, quietly, quickly or slowly. It can be helpful to divide words into syllables;
- use of graded questions, e.g. *when a few items have been introduced, use a sequence of questions to help children learn the words or phrases gradually:*
- ask yes/no questions, ask questions that offer an alternative,
- ask open questions,

When reinforcing new language, teachers should use some of the following activities.

- Teacher shows an item and makes a statement. Class repeats if the statement is true, stays silent if it is false.
- Teacher or child removes or hides one item. Class tries to identify the missing item. This can be done with objects on a tray, cut out acetates on an overhead projector (OHP) or cards stuck on the board.
- Teacher or child thinks of one item. Class tries to guess what this item is.
- Teacher numbers the items on the board or acetate and can ask either for the number of an item or the name of the item with a particular number.
- Children sort the items into groups according to gender or into word banks alphabetically or according to phonic rules.

Practising new language

At the **practice** stage of a lesson the use of enjoyable activities, including games, rhymes and songs, will enable children to repeat new language in a motivating way. Eventually children will apply the language in a new context by adapting it and adding to it.

The teacher will use some of the following games:

- Guessing games, e.g. *I'm thinking of a word beginning with the letter C, I'm thinking of an animal with three syllables/ that begins with a vowel/that rhymes with mon.* Choose a word, clap the number of syllables in it, then children guess the word.
- Begin to say/write words and children guess the ending, e.g. *éle ...phant,*
- Chain games, e.g. *Je m'appelle LUCY et j'aime les LAPINS*
- Action games such as the 'Mexican wave' or 'Simon says' ('*Jacques a dit*')
- Children seated in a circle are given one of four fruit names, e.g. *banane, pomme, fraise, orange.* When their name is announced they must change places. When the teacher says '*salade de fruits*', they all change places.
- Listening games: children point, touch, tick, mime, move or write to show their understanding. This can be a group response game. Each group has a set of the

same items and it is the first group to respond correctly by holding up the item or pointing that gains a point.

- Listen to stories and poems and sing songs that incorporate some of the new language.
- Use mini flashcards for pair and group work, e.g. *memory games*.
- Games using cue cards: pictorial or text cards are distributed to pairs of children to encourage information exchange, e.g. *asking for and giving directions*.
- Information games: children exchange information in order to complete a task, e.g. *one child has a shopping list and a limited budget and the other has a price list*.
- Role play ranging from the structured reading of a given dialogue using pictures or word cards to a free interpretation by children of a given situation.
- Partner game: children need to find a partner who has either the same or complementary items on a card, e.g. *Tom/Jerry, questions and answers, two halves of a word or phrase*.
- Surveys of most popular pets, favourite colours/foods: once children have interviewed each other they collate and present their findings.
- Number games: teacher throws a beanbag and says a number, the child who catches it gives the consecutive number, the preceding one or even the inversion of it, e.g. *12 -> 21, 34 -> 43*. Children form groups according to the number given by the teacher. Children stand when the teacher says an even number; sit when the number is odd.
- Bingo: use numbers or structures/any other vocabulary.
- Picture dictation: children draw what the teacher describes.
- Matching pairs games, snap, dominoes, happy families combining picture with text and eventually only text to practise not only items of vocabulary but also rhyming sounds,
- Rhyming games,
- Games against the clock, e.g. *how quickly can all the children introduce themselves*.
- Spelling games: using the new alphabet, teacher/child starts spelling a word and the class must guess what it is; name the second/third/last letter in words; battleships; hangman.
- Children, holding letter cards, spell out known words in front of the class by positioning themselves in the correct order facing the class.
- Dictionary games: children hold up picture or word cards and arrange themselves in dictionary order.
- Writing in the air: teacher writes and children guess the word.
- Tracing on the backs of partners: starting with letters and numbers, progressing to words.

Text flashcards can replace or complement picture flashcards and can also be used for spelling games. Phrases can be jumbled up and re-ordered.

Production

End-of-unit activities may include some of the following activities:

- performances, e.g. *assembly to parents, seasonal songs and poems*;
- wall displays and collages, e.g. *food in Spain, festivals*;
- recorded sketches and dialogues;
- powerpoint presentations and booklets
- writing a letter, email or description

ICT

ICT should be built into the planning. Pupils enjoy learning Spanish through this medium and some of the software available serves to reinforce specific vocabulary or structures being learned.

ICT can help children's learning in MFL by:

- making it possible to draft and redraft work using a word processor, documenting and evaluating ideas electronically;
- extending the possibilities for communication with children in other countries and cultures, such as by the use of email and a webcam;
- using audio, video/ DVD, satellite television and CD-ROMs to provide a diversity of learning experiences;
- providing sources of authentic and up-to-date reading materials through the use of the internet;

A Rationale For Using Songs

- Children benefit from frequent interaction with the sounds of the language. This helps them to educate their ear into recognising the new sounds and patterns of the language they are learning. Songs and rhymes are a rich source of material for this process.

Songs

- provide another route towards learning.
- support sensitivity to the language through rhythm
- contribute to good intonation and pronunciation
- are made to be repeated
- can help to fix in the memory
- can have a cultural dimension
- encourage active participation
- can take familiar language into a new context
- can be enjoyable for children and teacher
- require performance and audience
- provide immediate gratification
- singing songs in the foreign language engages both sides of the brain at the same time; language in the left side and music in the right. Tasks that involve whole brain activity ensure that the learning is embedded in the limbic system.