

Modern languages: Wivelsfield School Policy.

Learning a foreign language provides an opening to other cultures. Good teaching should foster pupils' curiosity and deepen their understanding of the world. It should enable pupils to express their ideas in another language and understand and respond to its speakers, both in speech and writing. It should provide opportunities for them to enjoy books in another language, and to communicate for practical purposes. Most importantly, it should lay the foundations for study at KS3.

The national curriculum for languages in KS 2 aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of sources, using familiar vocabulary, phrases and language structure.
- speak with increasing confidence, fluency and spontaneity, and continually improving the accuracy of their pronunciation and intonation
- can write at varying lengths for different purposes and audiences
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Aims and objectives

The aims of teaching a modern language at Wivelsfield are to foster an interest in language learning by introducing children to an other language 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

The children will learn to listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English; 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 to 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

Modern language teaching provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Inclusion

Modern language teaching at Wivelsfield 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. It provides opportunities for EAL children to shine, to teach, model and share their bilingualism. It can be a real celebration of their heritage, as well as raising self-esteem and confidence. 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. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Planning and resources

Modern languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's Scheme of Work ensures that there is continuity and progression in both skills and content across all classes.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Links outside school

We welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken.