



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1  
Corinthians 16: 13-14*

## Languages Curriculum Policy

### Introduction

At Pattishall CE Primary School 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. 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. 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.

All Key Stage 2 pupils are entitled to foreign language learning in school time. We recognise the value of this initiative and provide age-appropriate learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French.

### Aims and objectives

The aims of language teaching at Pattishall are

- to foster an interest in language learning by introducing children to other languages 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.

### Curriculum content

*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 eg classroom items, display labels, weather chart, date;

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- write sentences and short texts independently and from memory.

*Intercultural understanding* - the children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

### **Organisation**

Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher or higher level teaching assistant. Lessons range from 30-60 minutes per week depending on age.

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's Scheme of Work was adopted by all Campion cluster primary schools to ensure that there is continuity and progression (in both skills and content) across all classes and the transition to secondary. Published resources including fiction and non-fiction texts, CDs and DVDs are available for use throughout the school.

### **Cross-curricular links**

Primary Languages 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.

In order to allow pupils an opportunity to see languages 'in action', pupils in Years 5 and 6 have the opportunity to visit France for their residential. The children visit key towns and cities in Normandy as well as a cheese farm to fully immerse themselves in the culture and use their language skills.

### **Inclusion**

Primary Languages teaching at Pattishall 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.

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.

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### **Staff development**

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through in-school and local training. The subject leader for Primary Languages identifies school needs and circulates professional development opportunities.

### **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.

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