

# **Bosmere Community Primary School**



## **Primary Language Policy**

**January 2020**

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<b>Approved by the Committee/Governing Body</b>	<i>Bosmere Primary School</i>
<b>Signature of Chair of Governors/Committee</b>	
<b>Date approved</b>	
<b>Review date</b>	<i>September 2022</i>

## **Intent**

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focuses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

**Enquiry:** fostering a sense of curiosity and problem solving

**Collaboration:** opportunities to learn with and from each other

**Oracy:** talk for learning to develop a rich vocabulary and clarity in communication

**Linking learning:** identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

**Identity:** making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

## **Introduction**

Learning a modern foreign language is a statutory requirement for primary aged children from Years 3 - 6. At Bosmere children learn **French** from Years 3 - 6 for at least 30 minutes a week. We believe that the learning of a modern foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills 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. We address the aims of the National Curriculum for Primary Languages by making the learning of a new language fun and exciting through games, songs, activities and enrichment days.

### **School Aims:**

The aims and objectives of learning a foreign language at Bosmere are:

- to foster an interest in learning other languages
- to introduce the children to another language in a way that is enjoyable and fun
- to develop an appreciation of the diversity of languages
- to add an international dimension to pupils' learning
- to help children develop their awareness of cultural differences in other countries
- to develop speaking and listening skills
- to understand and communicate in a new language
- to lay the foundations for future study

### **National Curriculum Aims:**

The National Curriculum for languages aims to ensure that all pupils by the end of Primary School can:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied.

## Implementation

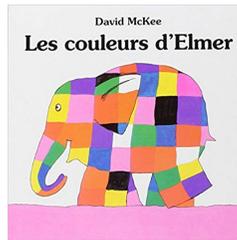
### Resources and access

Language learning at Bosmere is taught over a rolling two-year cycle building on and progressing through the key skills of **speaking, listening, reading and writing**. While the content of each unit is changed, certain themes are re-visited systematically for consolidation eg numbers, greetings, verb declensions (avoir, être). We believe it is important to keep language learning fun and accessible to all. We recognise that some children may feel less confident to attempt to speak in a foreign language so a collaborative approach to learning through group work ensures children can support each other with vocabulary choices and pronunciation. Some parts of lessons are taught through Rigolo (language teaching programme) which is particularly useful for non-specialist teachers and offers a range of games, songs and videos. However we recognise that Rigolo does not teach progression through grammar skills so the majority of French language learning is planned for and taught separately. We are keen that children at Bosmere also experience a range of authentic French resources eg well known children's books, comics, menus, dictionaries etc.

Through language learning children are given opportunities to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words and phrases
- interpret meaning
- understand basic grammar
- work in pairs and groups to communicate in a modern foreign language

- gain an insight into life in another culture
- have access to French dictionaries
- have access to a variety of authentic resources including well known children's picture books in French eg:



## Planning

Long-term planning is carried out by Primary Language lead and a specialist language HLTA using the National Curriculum Programme of Study mapped against the Languages Ladder and the KS2 Framework. Short term planning is carried out by specialist language HLTA. For disadvantaged pupils or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning differently. High expectations are set for all children and we aim to instil a confidence and enjoyment of language learning laying the foundations for future learning.

## Impact

## Assessment

Language learning is currently assessed informally by making judgements of children's learning during lessons and in books. At the end of the year a summative judgement is reported to parents via their annual reports. Their work is completed in books and is on display in the KS2 shared areas.

## **Monitoring**

Language learning is monitored in line with the whole school monitoring cycle eg Spotlights, 10 minute Tours, Book Looks (not Compass as not part of assessment tool). The subject lead also carries out pupil perception exercises and gives feedback to staff responsible for teaching languages. The governors take an active role in language learning. They receive a yearly report and are involved in a yearly meeting to review teaching, learning and development.

## **Role of the Subject Leader**

- manage the implementation of the school policy
- update the policy and scheme of work on a regular basis and in line with new initiatives
- order update and allocate resources
- identify needs and arrange inset so that all staff are confident in supporting, teaching French
- keep abreast of new developments and communicate these to staff
- take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place
- support staff in developing pupils' capability
- attend appropriate courses and maintain links with the Primary Languages Network
- contribute to the School Development Plan as needed
- report to Governors
- organise and implement enrichment opportunities