



Whitstone Community
Primary School

Foreign Languages Policy

Whitstone C.P. School

Foreign Languages Policy

At Whitstone C.P. School we believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils.

Aims

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 a structure, and that the structure differs from one language to another;
- To help children develop their awareness and tolerance to cultural differences;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

Teaching and Learning

At Whitstone C.P. School children in Classes 2 & 3 learn Spanish and sessions are based on both the statutory and non-statutory guidance, found in the National Curriculum. The school uses a rolling programme to ensure progression is planned for and learning is consolidated. Where appropriate, teachers may link the children's learning to class topics.

The units of work used aim to develop speaking and listening, as well as reading and writing skills.

To do this children will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- 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;

- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- 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.

Teaching Strategies

In classes teachers use a variety of techniques to make language lessons as enjoyable as possible and encourage children to become actively engaged in learning.

These include:

- Whole class teaching
- Pair & group work
- games,
- role play
- action songs
- stories
- puppets
- rhymes
- Use of ICT

Equal Opportunities and Inclusion

At Whitstone C.P. School we recognise that children have differing needs and abilities.

A range of teaching strategies are adopted to ensure lessons are differentiated, including:

- peer support/ mixed ability groups
- open-ended tasks, which can have a variety of responses
- resources of different complexities, matched to the ability of the child
- mime to support the understanding of language
- asking more able children to translate key language where appropriate
- using adults to support and extend small groups.

At Whitstone C.P. School, children with special educational needs and disabilities are supported in participating fully. Teachers will work with the school's SENCO to ensure that their lessons are adapted appropriately.

Computing

At Whitstone C.P. School links with other schools are used to support Spanish teaching. In class computing/IT may be used to give the children opportunities to communicate with their peers in Spanish speaking countries, For example, through setting up online projects, sending emails or by using webcams.

Cross-Curricular Links

Teachers will also use cross curricular links to reinforce and extend learning. This may be done in the following ways:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be 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, formation of complex sentences;
- **ICT:** use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing;

- **citizenship:** the multilingual society, knowledge of other countries and cultures;
- **mathematics:** counting, calculations, the time and the date, money;
- **geography:** work relating to the study of other countries, points of the compass, weather;
- **science:** work on parts of the body, animals;
- **music:** rhyming, rhythm, singing, composition, world music;
- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **art:** work relating to Hispanic artists.
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.
- **History:** learning about the History of Latin America and Spain. Eg. Exploring cave paintings found when studying the Iron Age, learning about the Mayans.

Children may also have opportunities to practise foreign language skills in daily activities (eg. during registration, writing dates on the board etc).

Assessment

Teachers assess children's progress informally during the lessons, evaluating progress against:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing.
- Grammatical Awareness
- Intercultural Understanding

Teachers will provide children with both oral and written feedback. Children will also be encouraged to assess their learning, for example by using tick sheets or recordings of their work.

Meetings and annual reports will be used to inform parents of their child's progress.

When required, assessment information will be shared with secondary schools as part of Whitstone C.P. School's transition arrangements. We very much hope that working in partnership with our secondary colleagues, pupils will benefit from their early start in learning a Modern Foreign Language and that this will provide a sound basis for future learning.

Resources

To support the teaching of Spanish teachers at Whitstone C.P. School will have access to:

- 'The Inspire Curriculum' Resources
- Spanish stories
- Spanish websites
- Spanish songs
- Puppets
- Flashcards
- Games
- Clicker

Extra-curricular Activities

Where possible, staff at Whitstone C.P. School will also invite native speakers into the classroom and plan for activity days. Such opportunities will provide the children at the school with excellent models of spoken language and also enhance their cultural understanding. When inviting guests into the classroom, teachers will follow the school's Child Protection policies.

Children may also be given opportunities to work with secondary school pupils and colleagues, as part of the school's transition arrangements.

Policy to be reviewed: October 2019