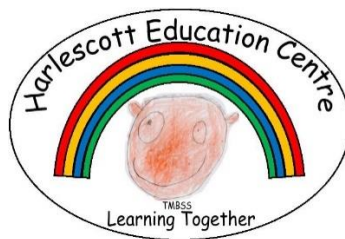




# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy - Primary Foreign Languages**



<b>Reviewed:</b>	September 2019
<b>Next Review:</b>	September 2020
<b>Responsibility:</b>	Susan Dodd

## **AIMS AND PRINCIPLES**

Through the teaching of Foreign Languages we aim to ensure that all of our pupils receive their entitlement to a high quality, inclusive, broad and balanced curriculum, which reflects their individual academic needs. Considered, purposeful and enjoyable mixed ability and mixed age group planning will cater for the students' diverse SEND and will respond to the varied learning styles of our pupils. We will promote the value of learning through high standards in teaching. This will support the pupils own personal, social, emotional and behavioural needs to encourage and facilitate independent and reflective learners.

Our Foreign Languages Policy aims to:

- foster an interest in learning other languages
- provide an enjoyable and challenging languages curriculum
- stimulate and encourage children's curiosity about language
- develop all four skills - speaking, listening, reading and writing
- encourage children to speak with increasing confidence, fluency and spontaneity
- develop accuracy in pronunciation and intonation
- to write at varying length, for different purposes and audiences, and to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries
- lay the foundations for future study
- help pupils to discover and enjoy a range of writing in the language studied

## **PURPOSE OF STUDY**

“Learning a foreign language is liberation from insularity and provides an insight into other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to respond to its speakers, both in speech and writing. It should also provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

(DfE KS2 Languages programme of study).

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

## **PLANNING**

### **School curriculum**

Children are taught how to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore patterns of 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 or 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
- look at life in another culture
- understand basic grammar appropriate to the language 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 to build sentences; and how these differ from or are similar to English

### **Planning**

French and Spanish are taught alternate years at Harlescott Education Centre, with Spanish being taught this academic year (2019-20).

Each class has a timetabled lesson of approximately thirty minutes each week.

Lessons at key stage one are focused on speaking and listening skills and provide a fun introduction to a different language and culture.

Pupils are taught in their classes, which include a range of age and ability. Pupils at the Harlescott Centre are there for varying lengths of time, depending on their individual needs and also their prior knowledge of languages will differ, depending on their experience in mainstream school.

Taking the above into consideration, planning is undertaken by a specialist MFL teacher in collaboration with the teaching staff and support staff at the centre.

Half-termly schemes of work are developed by the MFL specialist, ensuring progression and built-in differentiation designed to meet the needs of mixed ability and mixed year group classes.

MFL teaching supports Literacy and Maths Across the Curriculum in line with the whole service policy.

A variety of resources are used to deliver lessons and engage pupils in the language learning process, including flashcards, puppets, internet resources, realia, audio/visual materials and bi-lingual dictionaries.

### **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **ASSESSMENT and RECORDING**

Informal assessment is made by the teacher during lessons in the form of questioning and oral feedback. The learning objectives (across the four skills of speaking, listening, reading and writing) for each year group are listed and highlighted termly in order to show progress and gaps in learning. These are kept in the back of the pupils' exercise books, which are available to all staff and parents/carers and to their mainstream school. Teacher praise, oral or written, is the major reward for good work or conscientious attitude shown.

### **MONITORING AND EVALUATION**

This is achieved by the Centre Manager through:

- monitoring and evaluation of pupils' work;
- lesson observations;
- monitoring of planning.

### **MARKING WORK**

The purpose of marking is to move children forward in their learning.

Feedback and marking should be part of a process in which children need to have some involvement. Written or verbal comments made by the teacher should not only link back to the learning objectives, but should also give advice/suggestions/clues on how to "close the gap". It should set the next steps for learning on how to improve their work.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.