

Long Melford C of E VC Primary School

Languages Policy

Aims and objectives

In our school we teach a foreign language to all Key Stage 2 children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

This policy is intended to ensure

That we promote the early development of a child's linguistic competence. We also want to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable;
- make young children aware that language has structure, and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study.

Agreed procedure

We teach French to children in Key Stage 2. We use a specialist interactive teaching resource, Rigolo, in accordance with pyramid policy.

The curriculum

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs, and groups to communicate in the other language;
- look at life in another culture.

Monitoring and Reviewing

Monitoring of the standards of children's work and of the quality of teaching in Languages is the responsibility of the Languages subject leader. The work of the Languages subject leader also involves supporting colleagues in Key Stage 2 in the teaching of French, being informed about current developments in the subject, overseeing the development of appropriate resources and providing a strategic lead and direction for the subject in the school. The subject leader will talk to staff and pupils about learning and teaching and when possible, observe lessons. A report will be made to governors annually. The policy will be reviewed at three year intervals.

Addendum: The following questions provide a starting point for checking that the policy is working:

1. Do children enjoy learning and speaking French?
2. Do children demonstrate knowledge, curiosity, interest and enthusiasm in their activities?
3. Is it clear that activity is planned which takes the breadth of ability of children into account?