



CHINLEY PRIMARY SCHOOL

LANGUAGES POLICY AND GLOBAL LINKS

INTRODUCTION

Learning a foreign language provides a valuable educational, social and cultural experience for children. They develop the communication and literacy skills that lay the foundation for future language learning. Pupils develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of the multilingual and multicultural world around us. 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.

At Chinley School we believe that incorporating global understanding into our curriculum will ensure pupils develop an awareness of their personal responsibilities to each other and to the Earth itself. We believe our children should understand that being a Global Citizen means: celebrating their own cultural identity and fostering respect for other cultures, languages and religions, understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so, valuing the Earth as precious and unique, safeguarding the future for those who come after us.

The Languages curriculum links closely with our PSHEE and RSE curriculum with our *Character Education* curriculum running alongside both.

AIMS

- 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
- can 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
- to help children develop their awareness of cultural differences and increase their knowledge about other countries
- to raise an awareness of the diversity of the world around us
- to develop an attitude which is opposed to discrimination against any person or group on grounds of socio-economic background, creed, ethnic origin, sexual orientation or gender
- to counter prejudice particularly racial and the consequent inequalities
- to relate positively to the cultural diversity of British society and world community

CURRICULUM AND SCHOOL ORGANISATION



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At Chinley Primary Years 3 and 4 are taught French, and Years 5 and 6 are taught German, through regular, discrete teaching by class teachers.

We teach the children to know and understand how 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
- 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
- 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
- look at life in France, Germany and other countries

In addition, teachers seek opportunities to include the language they teach into the everyday discourse of the classroom. For example, through inclusion of the date, written on the board in their taught language, or the taking of the register in their class language.

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- identify similarities and differences in everyday life, social conventions, traditional stories, celebrations and encourage tolerance, respect and an understanding of equality and fairness
- 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 through listening and giving the children a voice
- learn about the world in which they live, and the world around them.

Children in both Key Stages are often given opportunities to experience other cultures during the course of the year. For example, when studying Chinese New Year or Diwali, children may learn greetings or phrases.

Pupils in Key Stage 1 also learn some simple words in French linked with their learning and have the opportunity to practice some simple words and phrases in Makaton or in British Sign Language.

Assessment, moderation, recording and reporting Pupil progress is recorded, monitored and assessed in line with the National Curriculum 2014 by class teachers. Assessment is based on class observations of listening



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and speaking activities as well as written evidence in the children's French books. Parents receive an annual written report about their child's progress in MFL.

RESOURCES

Early Start French and Early Start German hard copies and newer, online resources (via login) are available for teachers to use to deliver their MFL planning. Online resources include videos and sound-files which are of particular use to teachers less confident in the oral delivery of their language. The Early Start website can be found at:

<https://www.earlystartonline.com/>

The Character Education scheme of work, in use through school, contains useful resources to deliver PSHE topics which directly link to Global Citizenship. It can be found at:

<https://www.jubileecentre.ac.uk/1635/character-education/teacher-resources/primary-programme-of-study>

INCLUSION OF ALL PUPILS

We teach languages to all children, whatever their ability. Languages forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning a modern foreign language.

MONITORING AND EVALUATION

Role of class teachers in Key Stage 2 :

- to incorporate some use of Languages into their annual teaching plans
- to plan, and deliver, Languages teaching which enables children to develop their language skills and show progression in their learning
- to raise awareness of the importance of being a global citizen

Role of the Languages Subject Leader:

- monitoring the standard of children's work and the quality of teaching in French and German.
 - supporting colleagues in the teaching of French and German
 - being informed about (and sharing with staff) current developments in the teaching of Languages and Global Links
 - providing an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.
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It is our intention to allocate time each year for the subject leader and curriculum governors to review samples of children's work and/or to visit classes, in order to talk with pupils and discuss learning activities.

Policy Reviewed by Peter Lambert

Next review: January 2029

Governor minute number: CC09/260126e

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