**SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL**

**Modern Languages Policy**

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Date of publication: September 2020

Adopted at Governors: November 2020

Date for Review: September 2022

Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

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## **Statement of intent**

SS Peter and Paul Primary understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It can also create potential opportunities in the future for studying and working abroad.

As part of the requirement to teach KS2 pupils a language, pupils at our school will be taught French. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils’ curiosity and deepen their understanding of the world.

# Legal framework

* 1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
* Education Act 2002
* Equality Act 2010
* DfE (2013) ‘Languages programmes of study: key stage 2’

# Aims

* 1. By the time pupils leave the school, they will be able to:
* 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 a variety of grammatical structures that they have learnt.
* Discover and develop an appreciation of a range of writing in the language studied.

# The curriculum

* 1. Pupils in KS2 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 conjunction 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.

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# Cross-curricular links

* 1. Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

# Assessment and reporting

* 1. Assessment and reporting in languages are carried out in accordance with the school’s Marking and Feedback Policy.
	2. Parents are updated on their children’s progress in languages during in end of year reports.
	3. The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated.

# Planning and teaching

* 1. The subject leader oversees all planning and teaching by observing lessons and participating in planning sessions with staff.
	2. Staff are encouraged to collaborate and work together to ensure continuity between year groups, and that engaging lessons take place.
	3. Staff will utilise the following teaching methods:
* Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
* Relating aspects of the language being taught to pupils’ existing knowledge
* Using a variety of learning activities, e.g. songs, stories, games and role-play
* Preparing tasks for pupils to complete individually and in groups

# Resources

* 1. At the start of the academic year, the subject leader will identify any resources or materials that need to be ordered.
	2. To avoid ordering unnecessary resources or materials, the subject leader will evaluate stock levels on a termly basis, and keep an inventory of all relevant resources and materials.

# Inclusion

* 1. The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
	2. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school’s languages curriculum.
	3. Tasks are adapted to ensure pupils of all abilities are challenged.
	4. Reasonable adjustments are carried out in accordance with the school’s Equal Opportunities Policy: Pupils, SEND Policy and EAL Policy.

# Monitoring and review

* 1. This policy is reviewed annually. The subject leader will communicate all updates to this policy to the relevant classroom teachers.

The next scheduled review date for this September 2022.