



WOODPARK

PRIMARY SCHOOL

Modern Languages Policy

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Position statement

As Scotland is becoming an increasingly multicultural society and has strong links with other nations through business and economics, we have a duty to provide our children with an understanding of other cultures and languages and link this to further developing the young work force. At Woodpark Primary School, we have designed our curriculum to reflect this, taking into consideration the Languages 1+2 entitlement.

Introduction

At Woodpark Primary, the key elements of our 1+2 Language programme are:

- Our language learning is inclusive and enjoyable for all
- The main language we study is French.
- Children are exposed to different languages and cultures throughout Nursery and Primary 1-7
- French is taught as a coherent programme from year 1 to year 7, and by a specialist language teacher in Primary 6 and 7 for more in-depth work, and in particular, writing ability
- The curriculum also encompasses learning about French life and culture
- Introducing Spanish in Primary 5 to 7 orally

Effective provision of well-planned language lessons will facilitate children's entitlement to a broad general education through which individuals continue to develop skills for learning, skills for life and skills for work.

Rationale

Children spend most of their time in language lessons speaking, listening and interacting with each other. This is the same for French language lessons. At Woodpark, the emphasis on communication is critical to effective communication as well as a key foundation for literacy. Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They play games, take turns and experiment creatively with language.

We feel it is important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. Learning French and Spanish within their learning community, and learning about the countries where it is spoken, are also intended to promote aspiration for travel and a broadening of life experience and preparation for the world of work.

Vision

At Woodpark Primary School, our main objective in the teaching of a modern foreign language is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- Familiarise themselves with the sounds and written form of a modern foreign language;
- Develop particular language-learning skills;
- Begin to understand a new language, and communicate in it;
- Make comparisons between languages;
- Learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- Develop a positive attitude towards the learning of foreign languages in general;
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- Acquire, through all of the above, a sound basis for further study at High School and beyond.

Principles of teaching

We recognise that language learning in its broadest sense has three core strands:

- Learning to communicate (with the emphasis on listening, speaking and interacting);
- Learning about language (reading and writing in the foreign language and learning about the writing system, spelling and structure of the language);
- Learning about and comparing different cultures (inter-cultural understanding).

We will encourage pupils to apply knowledge already learnt about their own language to their learning of new languages. We aim to equip pupils with strategies for language learning that they can use in the future when studying other foreign languages.

We base our teaching on the CfE programme of study and the 1+2 Language approach for French and Spanish teaching. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage children to engage actively in learning French: these include games, role-play, songs and rhymes (particularly action songs). We may use videos, sound recordings and songs to demonstrate the language and for the pupils to hear more than one voice speaking language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach skills in all four strands of language – listening, speaking, reading and writing. We also use a multi-sensory and kinaesthetic approach to teaching to reinforce memory. We make lessons entertaining and enjoyable in order to develop a positive attitude to the

learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

Pupils will be afforded opportunities 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.

Parents are encouraged to:

- ask children about their learning
- practice simple phrases at home
- share their understanding of other languages and cultures
- use what they know about other languages with confidence when they can

Planning and progression

Specific planning for Languages 1+2 using the school's progression planners is undertaken in the form of termly evaluations of the vocabulary list and updating progression planners.

Throughout the delivery of language learning, we will ensure appropriate differentiation, support and challenge where necessary.

Children are monitored to ensure they are supported with appropriate levels of progression. Progression is supported by the use of benchmark progression planners. These planners give an accurate overview of a child's progression and level within languages.

Assessment

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, to evaluate what the children have learned. Children are assessed at the end of each unit of work by teachers against CfE outcomes. We use the SLC Vocabulary list from Languages 1+2 programme to do this.