

## Rationale (The value of the subject in the child's education):

"In the knowledge society of the 21<sup>st</sup> century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us an insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture." (page 12, Languages for all- Languages for life)

This is especially relevant in a Catholic faith school where we pride ourselves in broadening the spiritual and moral development of every child in our care. We strive to help our children to become more aware and in turn more accepting of other cultures.

## Aims (What skills, knowledge and understand the subject provides):

The aims of Primary Languages teaching at St. Mary's are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

### ***Speaking and listening***

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to

instructions and questions and expressing opinions and feelings;

- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

### ***Reading and writing***

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

### ***Intercultural understanding***

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and 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.

## **Organisation** (How the teaching and learning will be delivered):

Children in Key Stage 2 are taught MFL by an external teacher, following the My Rising stars scheme of work. All children are assessed during lessons through speaking and listening opportunities and evidence that is recorded in MFL books.

## The role of the Coordinator and Curriculum Team:

The co-ordinator will be responsible for developing their curriculum area and working together with their curriculum team.

The role of the co-ordinator is to:

- Ensure teachers are familiar with documents and schemes of work to help them to plan lessons. Provide support and advice to all staff
- Lead by example in the way that they teach lessons in their own classrooms.
- Track progress in the subject area, analyse assessment data
- Prepare, organise and lead INSET
- Monitor the subject through:
  - Observing colleagues from time to time, with a view to identifying the support they need.
  - Scrutiny of pupil's work and displays
  - Planning.
  - Pupil Interviews.
- Develop the action plan with the curriculum team
- Review resources and manage the budget for the subject area
- Update policy and documents with the curriculum team
- Attend all relevant inset and support staff in training needs
- Work cooperatively with the Inclusion manager coordinator in providing advice and support for staff.
- Keep an organised and up to date file.
- Meet with the governors and discuss the subject area

## Assessment and record keeping:

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

## **Inclusion** (SEN, EAL & G&T):

Provision will be made in the classroom to ensure that all children are able to access the opportunity to learn another language. The children will be supported by the teacher and work will be differentiated.

## **Equal Opportunities:**

*We are committed to treat every person with equality of esteem and the respect and dignity due to a child of God.*

*At St Mary's we believe that all human beings are equal in the eyes of God regardless of their race, gender, disability, religion, belief or age. Due to this we aim to ensure that all members of our school have equal opportunities to learn, develop and grow with dignity in a community of mutual respect. We are committed to valuing and celebrating the diversity within our community.*

*(Please see Diversity and Equality Policy)*