

ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

LANGUAGES POLICY

MISSION STATEMENT

St. Bede, patron of our school, wrote:

“It was always my delight to learn and to teach”.

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

“Might have life - life in all its fullness”

John 10:10

RATIONALE

‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’

(National Curriculum in England, 2014)

CURRICULUM INTENTIONS

St. Bede's Catholic Junior School intends to ensure a relevant, broad, vibrant and ambitious foreign languages curriculum that inspires and excites pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills; listening, speaking, reading and writing are taught and all necessary phonic and grammatical skills covered in an age-appropriate, progressive way across the key stage. This enables pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language offers pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

LEARNING OBJECTIVES

According to the National Curriculum, 2014, Pupils should 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 conjugation 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.

TEACHING AND LEARNING INTENTIONS

- The teaching of Languages at St. Bede's provides an appropriate balance of reading, listening, speaking and writing and lays the foundations for further foreign language teaching at Key Stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
- The lessons are structured to promote engagement and show progress. Knowledge and skills are built on during the lesson, unit, year and Key Stage.
- A variety of teaching strategies are used to compliment the various learning styles of the children. The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills.
- It is recognised that children have different linguistic abilities. All children are provided with suitable learning opportunities through differentiated tasks, support and questioning.
- Pupils gain a deeper understanding and appreciation of the cultures and traditions of Spanish speaking countries.
- Develop confidence in children by ensuring success is part of the Languages ethos.
- Formative and summative assessments inform the planning and teaching of subsequent lessons and the support needed in future sessions.

PLANNING AND ORGANISATION

All children at St. Bede's Junior School learn Spanish. Each year group is taught three units of work plus discrete grammar or phonic lessons. Some units in years 5 and 6 are taught by the Subject Leader and some units are taught by the class teacher. Class teachers teach Years 3 and 4. To aid continuity and progression, and to support non-specialist teachers, the scheme of work from Language Angels is followed and adapted. The planning ensures that the aims and objectives set out in the National Curriculum are thoroughly covered. Class teachers are encouraged to embed languages in the classroom by using Spanish for cross curricular activities, during registration and for displays. The Subject Leader assists the teachers by providing information and resources at staff meetings and whenever necessary.

IMPLEMENTATION

All classes have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This progressively develops pupils'

skills in foreign languages through regularly taught and well-planned lessons which are taught by class teachers and the Subject Leader.

Children progressively acquire, use and apply a growing bank of vocabulary, phonetic skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

The planning of different levels of challenge and which units to teach at each stage of the academic year are selected to ensure the progression of skills and to revise and consolidate previous linguistic learning. They are reviewed annually. Lessons offering appropriate levels of challenge and stretch are taught at all times to ensure pupils learn effectively and continuously, building their knowledge of and enthusiasm for Spanish. Children are taught how to listen and read longer pieces of text gradually in the foreign language and they have ample opportunities to speak, listen to, read and write in Spanish with and without scaffolds, frames and varying levels of support.

Children build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate phonetic and grammatical concepts are taught throughout all units at all levels of challenge.

The curriculum overview of units taught during the academic year ensures substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson has clearly defined objectives and aims.
- Each lesson incorporates interactive whiteboard materials to include ample speaking and listening tasks within a lesson. Reading and writing activities are included in all units
- Lessons incorporate challenge sections and desk-based activities that offer three levels of differentiation.
- Every unit includes a grammar concept which increases in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Visible Learning in school emphasises the importance of making learning explicit and measurable in every curriculum subject. By focusing on evidence-based teaching strategies, Visible Learning encourages staff to highlight learning intentions, set clear success criteria, and regularly assess student progress. This approach helps pupils become more aware of their own learning journey, fosters a deeper understanding of the content, and empowers them to take ownership of their learning. Through Visible Learning in

Modern Foreign Language both teachers and students can track growth and identify areas for improvement, ultimately enhancing outcomes in the subject.

Whole school Spanish celebration days are held bi-annually to improve cultural awareness and enhance enjoyment of language learning. A whole school Mother Language Day is held to celebrate all people in our school and local community who speak other languages.

ASSESSMENT

Assessment is a continuous process which happens in every lesson. Teachers use formative assessment to inform planning. This happens through observations, scrutinising pupil work, discussions and rich questioning in the classroom.

Teachers assess each language skill (speaking, listening, reading and writing) at the end of each unit of Spanish. The children complete an informal assessment at the end of each unit to aid teacher judgement and to allow them to reflect on their understanding so they can complete an 'I can' AfL sheet. The children indicate if they think they have achieved an objective or mark it if they need more support. Teachers record the names of children who are below, at or above the expected standard. This consequently informs future planning. This also enables teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

Children are given feedback about their achievements and targets for progression in a range of ways. In the children's books, teachers highlight achievements in pink. Areas for development are highlighted in green to indicate an aspect for the child to self-correct or it coincides with a written explanation of how to improve and progress. Paired work provides opportunities for either verbal or written peer assessment. Self-assessment (usually completed in purple pen) is used for instant feedback. Verbal feedback and ways forward are also provided by the teacher. Stickers, class dojos, house tokens and postcards sent to parents celebrate achievement.

Reports about the children's progress, attainment and effort are given to parents / carers.

INCLUSION

We support children with additional requirements by:

- providing adaptation through task, questioning, expectation, teacher / teaching assistant support, peer support, outcome and the use of a range of resources
- grouping children appropriately
- Using different teaching styles
- Considering IIPs

EQUAL OPPORTUNITIES

Children of all abilities, gender and backgrounds participate fully in Languages lessons. At St. Bede's we aim to have equal access for all. The very nature of Languages is to

promote an awareness and acceptance of cultural differences. Languages provides an opportunity to break down prejudices by fostering an understanding of the issues of race and culture and overcoming negative bias and stereotyped images.

RESOURCES

Languages resources are kept in clearly labelled cupboards which are accessible for all teachers. Children's resources, such as a class set of bilingual dictionaries, are also easily accessible. The subject leader is always willing to share resources and advice with all members of staff. The Language Angels website provides excellent resources for the interactive whiteboard, differentiated desk-based activities, sound files, games, songs, support frames, assessments, reading materials etc.

CROSS-CURRICULAR LINKS

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be exploited through:

- aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- aspects of mathematics such as counting, calculations, money, the time and the date
- geographical and historical work relating to other countries
- international or multi-cultural work, for example celebration of festivals, storytelling

Through intercultural understanding in MFL, children are aware of different countries and cultures.

“In the knowledgeable society of the 21st 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 insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.”

‘Languages for All, Languages for Life’. 2002, Page 12

IMPACT

It is the Subject Leader's ambition for the children to have the knowledge and skills to be confident and successful linguists. Children are expected to make good or better than good progress in their foreign language learning and their individual progress and attainment is reported to pupils and parents / carers.

St. Bede's scheme of work and long-term planning directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text and lessons have more content as the children become more confident and ambitious with Spanish.

Year 3 pupils start at basic noun and article level and gain the skills needed to formulate short phrases. By the time pupils reach Year 6, they are exposed to much longer text and are encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They are able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils continuously build on their previous knowledge as they progress in their foreign language learning journey through the key stage. Previous language is revised and consolidated whenever possible and appropriate.

Pupils are aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning. They know and can articulate if they have or have not met their learning objectives.

EVALUATION

Regular evaluation ensures St. Bede's Languages curriculum is relevant and enjoyable with high quality outcomes that ensure the aims and objectives in the National Curriculum Programme of Study are met. Evaluation guarantees that the lessons planned are sufficiently challenging and appropriate for each child and that every child progresses well. Through regular evaluation and purposeful assessment high expectations are maintained and knowledge and skills are embedded.

REVIEW

The Languages Policy is a working document. It will be reviewed by the Subject Leader in light of guidance, training and changes in legislation or at the request of a member of the school community. The staff and Governing Body will agree any amendments.