



POLICY DOCUMENT

	Name	Date
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Introduction

Language learning prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Pupils will be taught skills that they will be able to access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of language promotes initiative, confidence and independent learning and encourages diversity within society.

At Leeson's it is our aim to foster a 'high quality languages education' (National Curriculum 2014). The teaching of a language will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers. Pupils are given opportunities to communicate for practical purposes, learn new ways of thinking and read literature. Language teaching will provide the foundation for learning further languages.

Aims

The National Curriculum for languages aims to ensure that all pupils:

Understand and respond to spoken and written language from authentic sources

Speak with increasing confidence, communicating through discussion, asking questions and continually improving the accuracy of their pronunciation and intonation

Write for different purposes and audiences, using the variety of grammatical structures that they have learned

At Leeson's, the teaching of any modern language begins as early as KS1. Our main aim is to focus on enabling pupils to make substantial progress in one language. The teaching of language will provide a balance of spoken and written language. It will also enable 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 focus of study in modern languages will always be on practical communication. Pupils 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

engage in conversations; ask and answer questions; express opinions

speaking in sentences, using familiar vocabulary and phrases
developing accurate pronunciation and intonation
reading carefully and showing understanding of words and phrases
appreciating stories, rhymes, poems and songs in the language

broaden their vocabulary and develop their ability to understand new words, including using a dictionary
describe people, places, things and actions orally
understand basic grammar appropriate to the language being studied.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop language capability. The school promotes equal opportunities and fairness of distribution of language resources.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. As the teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support.

This information is shared with the next class teacher.

Monitoring

Monitoring is carried out by the head teacher, a member of senior management or the Language coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of language displays
- Collection of language planning
- Looking at the work in individual learner files or notebooks
- Classroom observation

Evaluation/review

There is an annual review of this policy by the Language coordinator
A major review involving all staff will take place every two years.