



**Christ Church
C of E
Primary School**

French Policy 2021

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At Christ Church Primary School we are keen to promote the study of a foreign language because of its increasing importance in the modern world. There is increasing recognition that enriching the curriculum and releasing children's creative energy through sport, drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum.

In the United Kingdom it tends to be ignored that 60-70% of the world's population is bilingual, in the sense that they have acquired a functional use of two or more languages. In many countries outside the U.K. major attempts are being made to introduce languages to young learners and in Europe most children learn a foreign language at Primary school. In some European countries children are ready to start a third language by the age of 11.

At primary age children are still very malleable and receptive to learning a language and it is proven that a young child's brain is uniquely well adapted for language learning, especially in the first 10 years of life. We are discovering, in this country, that we underestimate what our children can achieve and language learning is now being put firmly on the agenda in all phases of education and training. Now that languages are statutory in Key Stage 2 it makes sense to introduce them to the younger children in Key Stage 1

The development and growth of, email, Internet, Zoom, social networking sites mean not only that there are fewer international barriers, but also that they provide the means to learn a language and communicate it in a more innovative way.

The experience of learning and using a foreign language makes its unique contribution to the whole curriculum by taking children out of the familiar environment which is pervaded by English and allowing them to explore the life-style and culture of another land through the medium of its language. This in turn provides a satisfying, enjoyable and intellectually challenging experience for children in coping with a different linguistic medium.

Learning a foreign language makes an important contribution to learning in general. As well as teaching the meaning of words and sentences (an awareness of language), it promotes social interaction and fosters sympathetic attitudes towards the culture and people of a foreign country, by adjusting to different social conventions. Such attitudes help to promote goodwill and to counter insularity and prejudice.

Opportunities are promoted through children developing their skills of communication by listening, speaking, reading and writing. The study of a language involves practise of observational and study skills and committing to memory of useful material for subsequent recall. Use of role play can also develop creative and imaginative expertise as well as empathy and understanding.

Finally, effective foreign language learning equips children with a skill which is advantageous to high school education, adult life and work. Success in industry and commerce depends increasingly on our willingness and ability to communicate with potential customers in their own language. With the greater mobility of the work force within the European community it is very likely that children will later need to use a foreign language in employment. Others will use it for reading, travel, recreation and personal contacts, either at home or abroad.

Language learning should be seen as a vital part of children's development and as critically important to society as a whole. This importance has been magnified by the major changes taking place in the 21st century, for which our education systems are endeavouring to prepare young people.

- Our economies are globally linked so that work is no longer restricted to a single locality. In this new economy workspaces operate across borders and communication is rapid and multilingual.
- People have never been so mobile, whether for work, for study or for personal enjoyment and contacts. Our towns and cities are already multilingual
- A massive expansion of electronically mediated communication - in particular the Internet - provides unprecedented opportunities for the exchange of information and ideas. This exchange is increasingly multilingual

Some say that English is now the language of the world and that learning other languages is desirable but not imperative - an "optional extra". On the contrary, not least because the knowledge of English is now so widespread, the monolingual English speaker is now at a disadvantage. The open labour market favours skilled people with English **and** another language (or two). Access to information demands developed language skills, including knowledge of other languages. To appreciate and participate in a complex and evolving world, our children will require the intercultural understanding which language learning can uniquely bring.

Learning another language also strengthens communicative ability in our first language and leads to greater cognitive development.

In addition to these general reasons for learning a language, there are some specific reasons for starting to learn a language early.

Learning a new language takes time. Starting early provides a sound basis for later learning in school and throughout life.

- Young learners also have certain strengths compared with older learners in school and with adults:
- They are better at hearing and imitating sounds and intonation
- They are more open to difference and can be fascinated by the way that new languages "work"
- They find it easier to empathise with other people and cultures.

Most countries in Europe and throughout the world have steadily lowered the age at which new languages are taught

Aims

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To awaken an interest in foreign cultures and life-styles.
- To develop the children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest.
- To give a sound start for further development at Key Stage 3 and beyond.

Guidelines to Practice

Children should be taught languages by a class teacher/HLTA who shows a keen interest in the subject and is committed to developing his/ her language skills.

The children should be taught as a whole class with frequent opportunities to practise language skills, in smaller groups, in pairs (with talk partners) and individually.

Some speaking and listening activities inevitably produce high noise levels and lots of movement.

The games and activities planned should determine how the room is used. Tables should sometimes be pushed back so that the children have more space to move around.

Teaching and Learning Styles

- Appropriate language methodology for young language learners should include many different kinds of teaching and learning including:
- direct teaching, through whole-class and small-group sessions;
- active learning to engage motivation.

- use of games, songs and activities requiring a physical response to maximise enjoyment;
- opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups, or communicating with people in other countries, with varying degrees of support;
- opportunities for pupils to reflect on and reinforce their own learning, e.g. learning by heart or revising work.
- Good, successful strategies used in Literacy lessons should be adopted in languages lessons e.g. text, sentence and word level work. 'The Look Cover Write Check' method for learning to spell words in English should also be used to learn words in other languages.
- Successful strategies from Maths lessons should be copied and equipment like digit cards, number fans, number squares and dice should be used.
- There should be a lot of active learning and the use of games, songs, dance, rhymes, story-telling, playlets and role play should be encouraged.
- Languages are taught following the North Tyneside scheme of work and the new Programme of Study for Key Stage 2
- To deliver the curriculum effectively, and to try and encourage use of the target language, a wide range of equipment should be used, including electronic whiteboard, iPads, flashcards and games.
- In addition to a discrete language lesson, class teachers should look for opportunities to integrate language learning with other subjects e.g. Literacy, music, PE, Science and Geography and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register and classroom instructions.

Inclusion

We recognise that in all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways: setting tasks which are open-ended and can have a variety of responses setting tasks of increasing difficulty grouping children by ability and setting different tasks for each group grouping children in mixed ability groups providing resources of different complexity, depending on the ability of the child using classroom assistants to support the work of individuals or groups of children.

