



# **Policy for:**

## **Foreign Language**

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**Next Review Date: September 2028**

**Signed By: Mrs P Derries**

**Governor Responsible for: Robert Curry**

**Headteacher: Mrs P Derries**

# **The Grove School**

## **Policy Statement**

### **Foreign Language**

#### **Rationale**

To provide opportunities for pupils to enjoy a range of activities in a supportive environment which motivates each pupil to maintain an interest in another language. Pupils who can specifically follow the English Speaking and Listening, Reading and Writing programmes of study can be taught very basic skills in foreign languages whilst for other pupils the appropriate content has a sensory based approach.

#### **Aims**

Our aim is to provide a wide range of activities which ensures that all pupils have opportunities and experiences which he/she enjoys, are age and ability differentiated and which supports them to develop an awareness of foreign languages, cultures and traditions.

#### **Objectives**

- working with books, photographs and pictures of foreign countries
- listening to songs, rhymes, poems and music linked to the foreign languages and culture some of which will be sung/said in a foreign language
- tasting food which is specifically linked to the culture and traditions of foreign countries

Wherever possible for all pupils but specifically for children who have attained success at step 2.

- developing language skills in foreign languages by encouraging confidence in enunciating words in foreign languages and accuracy in listening skills to enable the spoken word to be successful
- answering and asking questions in a foreign language
- counting in dice games
- singing songs, saying action rhymes and acting out situations
- greeting each other in a foreign language

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- he/she likes and dislikes
- looking at and/or listening and responding to books, speech in CD's and videos in a foreign language
- reading labels, signs, instructions and messages
- using reference materials and English/foreign languages dictionaries
- writing in a foreign language by hand and on a computer
- writing letters in a foreign language
- recording verbally spoken foreign languages

### **Guidelines – Initial Introduction to Foreign Languages**

This subject area also continues the differentiated approach which appropriately plans for each child's individual education by beginning at their level of understanding, which for some will be through a multi-sensory based approach. Through focused and planned experiences it is intended to widen each child's perceptions on a sensory basis through activity based lessons.

Through using a different range of materials to stimulate and encourage a response each child's individual communication programmes are further extended and encouraged by:

- listening to CD's of foreign music
- listening to foreign language songs and rhymes such as Frere Jacques
- encouraging observational skills through looking at pictures, videos, photographs etc of life in a foreign country
- making and tasting food particularly linked to a foreign country e.g. onion soup, garlic bread, cheeses, coffee, etc
- exploring clothes specifically linked to the life style of a foreign languages le e.g. beret, Breton shirt, neckerchief etc
- possibly having the opportunity to visit a foreign country and experience the lifestyle and culture of the country

### **Guidelines – Developing Foreign Languages**

Our foreign languages lessons differentiate the National Curriculum Foreign Language Programme of Study, beginning with broadening a child's

awareness of other cultures therefore extending their knowledge that not all countries speak and write in English.

To discuss countries where English is a second or third language, such as the EU countries of France, Germany, Spain, etc and that these people learn to speak French, German, Spanish, their main language is not English.

To try to draw attention to this through anything which is happening in the media but in particular to make use of the children's and staff's holidays abroad as an appropriate and direct practical experience of the language and culture. It is important however to draw like with like comparisons and stress that life abroad is not one continual holiday! To develop some understanding of the traditions and values of our culture and heritage and compare them with those of foreign languages

To communicate in a foreign language and study the areas of everyday activities, personal and social life, the world around us and the international world. To use real artifacts from foreign countries e.g. newspapers, till receipts to support understanding.

Cross curricular reference to English, Music, Geography, History, Science, Food Technology, RE and Mathematics would support the necessary depth to this subject area when appropriately planning for areas which involve cross curricular skills.

### **Assessment Progression and Achievement**

At every stage ongoing assessment, which forms part of each child's Individual Education Plan, is essential in providing current information for detailed objectives, which are relevant to each child. Through a range of approaches and activities which focus on what a child can do, knows and understands, further steps of achievement and progression are planned for.

It is suggested as an ideal that each child's foreign language objective/s will be reviewed and updated on a yearly basis and be collated along side evidence of their work which will form the basis of information provided for the Annual Review of Statement. However, for many pupils this will be unrealistic and objectives and evidence should be reviewed and collated as and when appropriate.

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## **Cross Curricular Links**

In particular further reference to the policy documents for English, Mathematics, Geography, History, Music, Science, Religious Education and Food Technology would be helpful when planning for specific areas within FL.

## **Health and Safety**

At all times regard for the health and safety of pupils and staff should be considered. Reference to our Health and Safety guidelines is essential. There is a food safety issue with soft French cheeses and bacteria which could cause illness in children, these should not be eaten although sensory based experiences of smelling and touching would be appropriate.

## **Equal Opportunities**

It is intended to offer equal opportunities to all our pupils regardless of gender, race or ability. However, it is essential that in the development of Equal Opportunities that the Health and Safety of staff and pupils is not compromised or put at risk. Additionally all opportunities for every child are based upon what is appropriate and relevant within their individualised education plan.

## **Behaviour**

Reference to our school behaviour policy and if relevant a child's behavioural objectives in their IEP is essential. Teaching a child self-discipline and motivation is central towards successful progress and achievement in all learning, throughout the school day, which is relevant to both structured and non-structured situations.

Mrs P J Derries  
Headteacher

Mr R Curry  
Chair of Governors

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