

## **Silverstone CE Primary School**

### **Modern Foreign Languages Policy**

#### **Introduction**

At Silverstone CE Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, promotes global citizenship and encourages them to understand their own cultures and those of others.

The curriculum that we follow is based on the published scheme La Jolie Ronde, the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the QCA Schemes of Work for MFL at Key Stage 2.

#### **Rationale for Modern Foreign Languages in the Primary School**

One hour of MFL teaching a week is now a statutory National Curriculum requirement for KS2 children. In our school, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs.

We believe that many children really enjoy learning to speak another language. We also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

#### **Aims and objectives**

- foster an interest in learning language 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; and to provide a vehicle for multi-cultural understanding.
- 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.
- Promote and enhance the use of ICT

### **Teaching and Learning styles.**

We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning about language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding).

We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the QCA Schemes of Work for MFL at Key Stage 2. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play, and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language.

We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative. We allow for differentiation by:

- using peer support – we partner pupils of disparate ability
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

We assess the children's progress informally during the lessons, evaluating progress against the four key areas:

- Listening and responding
- Speaking
- Reading and responding
- Writing

### **Classroom management**

We teach a foreign language to children throughout Key Stage 2. We introduce the subject in Year 3, and build upon that learning in Years 4, 5 and 6. We involve a native speaker of the foreign language in the capacity of a French Language Teacher, as we believe that this provides an excellent model of the spoken language.

We teach the children to know and understand how to:

- Ask and answer questions
- Use correct pronunciation and intonation
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Work in pairs and groups to communicate in other language
- look at life in another culture.

### **Recording of work**

The recording of work in French is mostly oral and practical. Evidence of this is seen in lessons. Occasionally the children's efforts will be filmed as a record of their achievement.

Children will:

- Talk and discuss-asking and answering questions.
- Sing songs and provide relevant actions to demonstrate understanding.
- Play playground games using rhymes and songs
- Play games on the computer and using game boards
- Play circle games requiring appropriate actions/words/phrases/sentences.
- Demonstrate through use of cards understanding of words/phrases/sentences.

There are occasions when children will be asked to demonstrate their French skills in written form. In the earlier years, this is usually as an assessment process. In later years, it will also demonstrate a growing ability to experiment with writing in French.

### **Assessment / Record keeping / Reporting**

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented. Assessment at present takes the form of success criteria relating to each unit of work covered. These success criteria are outlined each term in the planning and are based on the La Jolie Ronde scheme of work, Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the QCA Schemes of Work for MFL at Key Stage 2.

At the end of each unit the teacher makes her/his judgement of that assessment and expectations for individual pupils.

### **Assessment for learning**

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, to evaluate what the children have learned. The school uses the four national attainment targets to evaluate the progress of each child, and to provide information to the secondary school when the children transfer. Older children are encouraged to make judgements about how they can improve their own and each other's work.

## **Resources**

Hand made resources are kept in team area cupboards in boxes relevant to year groups. French dictionaries and story books are kept in shared areas. La Jolie Ronde is loaded in School shared for access by all. Internet programs used are detailed in the relevant planning as web links which can be directly opened from there.

## **Equal opportunities**

The MFL programme is devised for all children attending our school. There will be no barriers to access or opportunity based on race, sex, ethnic group culture or ability. Teachers will be required to treat all children as individuals with their own abilities attitudes and differences. Children will be provided with the opportunity to work as individuals and as part of a variety of groups where groupings have been considered with relation to the children's educational needs.

## **Special Educational Needs**

We aim to teach French to all children at our school whatever their ability. French forms part of the school curriculum to provide a broad and balanced education to all children. Through French teaching we provide opportunities for all to make progress. We do this by setting suitable learning challenges responding to each child's different needs.

Where progress falls significantly outside the norm classroom organisation, teaching materials and teaching style will be assessed and differentiation catered for. Assessment against the four key areas: listening and responding; speaking; reading and responding; allows us to consider each child's attainment and progress against expected levels.

## **Health and Safety**

We enable pupils to have access to the full range of activities in learning French. Where children are to participate in activities outside the classroom, for example, a playground game in French, we carry out a risk assessment prior to the activity taking place. This ensures that the activity is safe and appropriate for all pupils.