

Modern Foreign Language Subject Policy - Draft 1

1. Aims and Objectives

At Duke Street Primary School, we support the view that every children should have the opportunity to learn a foreign language. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special learning needs. We will also seek to develop our curriculum so that teaching a foreign language is embedded in the curriculum. The children are growing up in an increasingly multi-cultural world, where many opportunities take place in different languages. It is important for children to learn that there are other languages, and that learning to speak to a wider range of people will benefit them when they grow up. We believe that many children really enjoy learning to speak another language and 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.

2. National Curriculum Aims and Objectives

Purpose of study

'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.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic
- sources
- speak with increasing confidence, fluency and spontaneity, finding ways of
- communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

- can write at varying length, for different purposes and audiences, using the variety of
- grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

The National Curriculum Objectives

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- 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 Languages - key stage 2 3
- 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

3. Planning

At Duke Street Primary School, we teach French, following the Salut! scheme of work, in line with the National Curriculum.

Each child in Key Stage 2 is taught French for at least 30 minutes every week.

French is taught by class teachers or higher-level teaching assistants.

Class Teachers are encouraged to incorporate simple French vocabulary and phrases into the everyday running of their classroom, to ensure that key vocabulary is revisited regularly.

We use a variety of techniques to encourage children to engage in and enjoy their French lessons: these include games, role-play and songs. Salut! provides audio clips to support teachers and students with pronunciation. Children are given the opportunity to practice speaking and listening in each lesson.

Children have the opportunity to speak, listen, read and write in their new language, as well as building an understanding of French culture.

We have a rolling 2-year cycle of units, which ensure full coverage of the national curriculum. We build in opportunities to revisit key vocabulary and for children to build on their prior learning and progress.

Each teacher has access to the Salut! scheme of work digitally, which contains both digital and printable resources to support teaching and learning in this subject.

Assessment

Formative assessment takes place during every lesson to assess children's understanding against the lesson's learning objective. This informs future planning and ensures each child is supported and has the opportunity to progress.

Summative assessment tasks place at the end of each unit (half-termly) by class teachers, based on progression documents provided by *Salut!* according to the target objectives for each unit.

Cross Curricular Links

- English
The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word

types in sentence structure. Children also look at stories and poems in the foreign language.

- **Mathematics**

Children reinforce their numeracy skills by playing number games that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

- **Personal, social and health education (PSHE) and citizenship**

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

- **Spiritual, moral, social and cultural education**

By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

- **Geography**

Children learn about different countries, in which French is spoken, particularly France itself. They watch DVDs and whiteboard clips, which show different areas of these countries.

- **Music**

We teach children songs in the modern foreign language - both traditional and modern - which of course helps them develop a sense of rhythm and an ear for melody and pitch. Occasionally we also play them classical music by composers from the countries in question, for example, Saint-Saëns's "Carnival of the Animals" in the case of France.

- **Science**

Children reinforce their knowledge of parts of the body through related games, such as a French version of "Simon Says", or "Head, Shoulders, Knees and Toes", or through related songs, such as the French-Canadian "Alouette". The topics of "Weather" and "Space" are also covered.

- **PE**

Many of the games and songs we use to teach children modern foreign languages are very active requiring fast reactions, for example, French versions of "Simon Says" and "Grandmother's Footsteps".

Inclusion

At Duke Street Primary School, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in MFL is the responsibility of the MFL subject leader.

The work of the MFL subject leader also involves supporting colleagues in the teaching of French, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.