

# Moredon Primary and Nursery School



## Language Policy

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# MPNS

## Languages Policy

### 1 Introduction

- 1.1 In our school we teach French to all KS2 children as part of the New National Curriculum. KS1 children also participate in some speaking and listening French activities where possible during the school day.

### 2 Aims and objectives

- 2.1 The aims and objectives of learning a Modern Foreign Language in Moredon Primary and Nursery School are:
- to foster an interest in learning other Languages;
  - to introduce young children to another Language in a way that is enjoyable and fun;
  - to make young children aware that Language has structure, and that the structure differs from one Language to another;
  - to help children develop their awareness of cultural differences in other countries;
  - to develop their speaking and listening skills;
  - to lay the foundations for future study.

### 3 Organisation

- 3.1 Children in KS2 (Year 4-6) receive 1 hour bi-weekly lessons from a link secondary teacher for two terms per academic year. The lessons are planned and delivered by the link teacher.

### 4 The curriculum

- 4.1 French is the Modern Foreign Language that we teach in our school.
- 4.2 The curriculum that we follow is based on the guidance given in the New National Curriculum. 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, and communicate in the other Language;
  - look at life in another culture.

### 5 Teaching and learning style

- 5.1 The teaching is based on a scheme of work provided to us by The Ridgeway School.
- 5.2 A variety of techniques are used to encourage the children to have an active engagement in the Modern Foreign Language: these include games, role-play and songs (particularly action songs). Puppets and soft toys are employed to demonstrate the Foreign Language, and when the opportunity arises, we also invite native speakers into the classroom in order to expose the children to more than one voice in the Foreign Language. We use mime to accompany new vocabulary in the Foreign Language, as this serves to demonstrate the

Foreign 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. Active Learning opportunities also help to reinforce the Foreign Language learnt. 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 they make in the Foreign Language, however tentative.

## **6 Teaching a Modern Foreign Language to children with special educational needs**

**6.1** High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Differentiation occurs in the support and intervention provided to different pupils, through questioning, scaffolding and resources for individual pupils. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all.

## **7 Assessment**

**7.1** We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and through the school's assessment procedure.

## **8 Monitoring and review**

**8.1** All teachers are made aware of language courses available for them to improve their knowledge of the French Language.

**8.2** Using an action plan, the subject leader monitor and scrutinise planning and teaching of Languages. Book looks and Pupil Voices are carried out throughout the school year to ensure that there is a clear progression of Languages skills across Years 3 to 6.

## **9 European Day of Languages**

**9.1** On September 26<sup>th</sup> each year, the school celebrates European Day of Languages. This is a means of promoting awareness among the general public of the importance of language learning and protecting the linguistic heritage. In our school, each class chooses an European country and the children are given opportunities to learn more about the country and its language. Everyone is then given an opportunity to share what they have learnt during a whole-school assembly at the end of the day.

**Signed: Glenn Sedgwick**

**Date: September 2022**