

Foreign Languages Policy



This policy was reviewed: December 2020

Signed Governors: J. Anderson

Signed Headteacher: M Battersby

Next Review Date: Sept 2022

ST SILAS PRIMARY SCHOOL POLICY FOR FOREIGN LANGUAGES

Loving God and each other
We work together to be the best we can be

Overview

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. "In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen.

Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture."

Aim

This school aims to

- to develop pupils' communication and literacy skills that lay the foundation for future language learning
- to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- to enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- to foster positive attitudes towards foreign language learning
- to form a sound basis for further study at key stage 3 and beyond.

Objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable and fun stimulate and encourage children's curiosity about language
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries
- develop their speaking and listening skills

- lay the foundations for future study
- extend language teaching beyond mother tongue learning

Teaching and learning

At St Silas Primary we believe in a communicative approach in which all pupils can actively engage in meaningful tasks. French will be exploited to the maximum. Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant.

The children are taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries work in pairs and groups and communicate in French
- look at life in another culture

Learning will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Our MFL scheme of work takes account of prior learning in English and will consolidate and build on this work where appropriate. Children are encouraged to increase their knowledge of how the French language works and to explore differences and similarities between this new language and English or another language.

Pupils learn in many ways and to accommodate this, a variety of learning styles are used including songs, games, pictures, video and audio material, ICT etc. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves.

Pupils work individually, in pairs, small groups and in whole class situations according to the activity. Work is mainly oral, but an increasing number of reading and writing tasks are included as pupils continue through Key Stage 2.

On occasion, pupils are recorded on audio and video. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Lessons are as enjoyable as possible so

that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Planning and Assessing

The programme of work for French will ensure continuity, progression and elements of differentiation. The whole school approach to long, medium and short term planning for MFL reflects the recommendations of the MfL guidelines for Key Stage Assessment. This is ongoing and continuous and informs future planning. Children's progress will be assessed during the lessons, evaluating progress against the four national Attainment Targets of: Listening and Responding; Speaking; Reading and Responding; Writing.

Pupils' progress is also assessed informally on the basis of observation during the lesson. This is particularly important for oral work, particularly for a listening or reading activity. The teacher will always comment on their response. Very simple comments are made in the target language such as bien, bon effort etc, and longer comments in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate

Resources

Most resources for MFL are kept in Year group order on the school's server and online drive. At St Silas we teach French to all children in Key Stage 2, whatever their ability. We recognise that all classes have children of widely differing abilities. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. This is achieved by:

- setting common tasks that are open ended and can have a variety of responses
- setting tasks of increasing difficulty (not all pupils complete all tasks)
- providing resources of different complexities that are matched to the ability of the child
- using additional resources to support the work of individual children / groups of children
- using peer support by partnering pupils of disparate ability to complete tasks.

Teaching MFL to children with Special Educational Needs

All pupils in key stage 2 at St Silas Primary School are taught MFL whatever their ability. It forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified on IEPs.

Links with other Areas of the Curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- ICT: use of materials from the internet and television, video and audio, presentations, word-processing
- Citizenship: the multilingual society, knowledge of other countries and cultures
- Mathematics: counting, calculations, the time and the date, money
- Geography: work relating to the study of other countries, points of the compass, weather
- Science: work on parts of the body, animals
- Music: rhyming, rhythm, singing, composition, world music
- RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs
- History: work relating to the study of other countries i.e. French customs, rhymes, songs and dances
- Art: descriptions of paintings, photos
- PE: physical responses to the teacher's instructions issued in the language being learned (French)

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in MFL is the responsibility of the MFL subject leader and Senior Leadership Team. The work of the subject leader also involves, when needed, supporting colleagues in the teaching of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This policy will be reviewed annually.