



Flakefleet Primary School

Foreign Languages Policy

Policy aims

- . MFL (Modern Foreign Languages) have an important place in the school curriculum.
- . The subject promotes and develops the skills of speaking, listening, reading and writing for a wide range of purposes, including the communication of ideas, views and feelings.
- . Children will develop confidence and self esteem.
- . Children are enabled to express themselves creatively and imaginatively as they learn through reading, drama, song and speaking and listening.
- . Children gain an understanding of how language works by looking at its patterns, structures and origins.
- . Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of learning a language are:

For children to familiarise themselves with the sounds and written form of a modern foreign language;

children will develop particular language-learning skills;

children will begin to understand a new language, and communicate in it;

children will make comparisons between languages;

children will learn about different countries and their people, and to work with materials from different countries and communities, thus increasing their awareness of other cultures;

children will develop a positive attitude towards the learning of foreign languages in general;

children will use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;

Teaching and Learning

In our school we support the view that learning a modern foreign language is an entitlement for all pupils. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for several reasons:

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;

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;

it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

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 recognise the fact that all classes in our school have children of widely differing abilities and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

setting common tasks which are open-ended and can have a variety of responses;

setting tasks of increasing difficulty (expecting children to progress at different rates using interactive programmes);

grouping the children by ability in the room and setting different tasks for each ability group;

providing resources of different complexity, adapted to the ability of the child;

using classroom assistants to support the work of individuals or groups of children.

Curriculum Planning

French is taught in Key Stage 2 and in Year 2 in Key Stage 1- using the QCA scheme of work. The main planning source is the scheme written by Janet Lloyd from Warrington and all the resources and plans are available to download via the Warrington Grid For Learning web site. In addition, we have purchased the LCP schemes of work to aid teacher's planning, however, it is always the teacher's responsibility to plan effectively and meet the needs of the National Curriculum. Spanish is also delivered in Year 6 to prepare children for high schools where multiple languages are taught.

Use of ICT

At the end of 2015, a new online resource site license was purchased- Linguafun, which allows the children to work on many areas of the curriculum in both French and Spanish. It has a tablet mode that is extremely beneficial for i-pad use and can be used by each child. This also makes delivering the curriculum easier for staff as it has lots of audio resources and can be used on Macs and IWB for demonstrations.

Purple Mash and Espresso are also used and aid the teaching of vocabulary. Hearing the actual language obviously aids both staff and pupils and enhances learning.

Some teachers use the Beelingua – Little Tails of the Unexpected - CD resource that introduces the child to a familiar story with a twist at the end. It also allows the child to further its own learning independently on the net books or in the ICT suite.

All children have access to the Beelingua – Little Tails CD Rom via the computers and this allows children to enhance and further their own learning at their own speed. Many websites have been disseminated to the staff, which are interactive and bring French to life for the children.

Cross Curricular

English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. Features such as rhyme, rhythm, stress and intonation help them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

Personal, Social and Health Education 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.

SEN

We enable pupils to have access to the full range of activities involved in learning French. If progress falls significantly outside the expected range the child may have special educational needs. Our assessment process examines a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Assessment

We assess children's work in French by making informal judgments as we observe them during each French lesson. On completion of a piece of work the teacher marks the work and comments as necessary. At the end of a unit of work the teacher makes a summary judgment about the work of each pupil whether they have yet to obtain, have met or have exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. During the unit of work pupils are encouraged to self-assess their learning. We are also working with the high school and the local cluster group to devise a checklist for the ability of the child. The children will also have a simple 'I can' assessment sheet that can follow them through school.

Resources

There are resources to deliver all of the National Curriculum units in a centrally located store, where there are a growing number of resources for each unit of work. There are also selections of **Boite a Francais** boxes related to a particular topic – interactive, games, stickers, CD ROM etc. There are a myriad of web-based resources. A list of useful sites for each topic is being developed by staff as they plan each topic. Resources for topics are also stored electronically on the school network.

Subject Development, Monitoring and Review

The Subject Leaders will maintain an overview of areas taught and standards attained by:

Monitoring pupil work

Maintaining an overview of National Curriculum coverage

Identifying areas of learning that require development.

Supporting colleagues in the teaching of MFL, keeping staff informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school

Reviewing and evaluating the annual Action Plan to identify future developments.

Staff Development

A number of external courses are available to staff in addition to school-based training. The subject leaders will determine the developmental needs of the school in MFL and will subsequently organise training sessions as required within the parameters of whole school development priorities. The Subject leader will also find out about any MFL Clusters and liaise with high schools as required.

Related documentation:

Learning and Teaching Policy

Assessment Policy

Special Educational Needs Policy

Planning Documentation

Monitoring and Evaluation Timetable