

Palace Wood Primary School

Modern Foreign Languages Policy



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Signed – Headteacher	

This policy has been impact assessed by Mark Chatley in order to ensure that it does not have an adverse effect on race, gender or disability equality

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Modern Foreign Languages Policy

**From improving literacy skills, to
developing self-esteem and widening
cultural awareness, introducing a language
at an early age has many benefits...**

Rationale:

At Palace Wood Primary School, we aim to meet the key aims of the National Curriculum 2014. This states that: 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 children should:

- 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

Objectives: We will meet the above aims by incorporating the following Core strands from the National Curriculum Framework which states that pupils should be taught to:

- 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
- 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

Teaching & Learning:

The National Curriculum states that teaching should focus on enabling children to make substantial progress in one language. At Palace Wood Primary School French is taught across both KS1 and KS2 by a specialist French teacher. The exploration of other languages also takes place to increase language learning and cultural awareness. Teaching aims to instil a love of languages through fun and engaging activities. Emphasis is on practical communication in familiar and real-life situations which are meaningful to the children. Links are also made to other curriculum areas. Reinforcement and repetition are key features of teaching and learning.

Resources:

At KS1 a variety of original and authentic materials are used to teach French including stories and songs in the target language. At KS2 the interactive resource *Tout Le Monde* is used especially in Years 3 and 4, alongside a range of other original resources. All year groups are encouraged to use the dictionaries and language learning books which have been purchased for their class libraries.

Progression:

The practical approach to language learning at KS1 acts as a foundation for further progression at KS2 where writing, grammar and reading in the target language are also introduced. There is a clear progression of skills for each year group. By Year 6 children will be able to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar topics, using their knowledge of French grammar, vocabulary and phonology. In Year 6 children are given the opportunity to learn German in their final term before moving to KS3.

Cross Curricular Activities:

Any opportunities for speaking a foreign language should be fully exploited. Language can be integrated into the school day via such things as routine classroom organisation: taking the register; the date; numbers; being polite; colours; numbers.

Differentiation & Inclusion:

Every child in KS2 is entitled to have the opportunity to study a foreign language. The full range of strategies to achieve differentiated learning will be employed, including task, questioning, outcome, resource, support and pupil grouping. Tasks will be fun, challenging and sufficiently demanding to stimulate and engage more able pupils. Above all, children should be encouraged, praised and enthused with confidence within a fun learning environment.

Assessment:

Informal assessment is ongoing, to meet the needs of individuals and to inform future planning. At the end of each topic, each child will be able to assess their own progress on 'can do' statements relating to objectives and skills within the level they have been learning at. At the end of each academic year, there

will be a formal assessment made by the teacher. This information will be reported to parents and passed on to the class teacher.

Health and Safety:

Health and safety issues may arise on a number of occasions, for example:

- when children handle objects and use learning support props, they should do so with care;
- when children consume food, a letter should be sent to parents providing details including a request for information about any allergies, e.g. tasting speciality foods from different regions or countries;
- if children partake in any trips taken within the UK or abroad, a risk assessment should be carried out prior to the visit;
- when children use audio visual equipment, they should do so with care following the required safety checks.

Spiritual, Moral, Social and Cultural Development:

Learning a language gives children the opportunity to discover cultures different from their own. This promotes tolerance and understanding of others. Children should be given opportunities to experience and share different cultural customs.

The Role of the Subject Leader:

The subject leader will:

- ensure end of year **assessment** is recorded and reported to parents and that children are given opportunities for regular **self-assessment**
- ensure children are given **opportunities to learn about different cultures**
- ensure that the **range of skills and strands** within the Language Framework are taught within the current scheme of work and teaching activities
- seek to ensure that all children receive their **entitlement of language learning**
- ensure that **resources** are available for the delivery of the curriculum
- develop strategies to **monitor and review** the implementation of the language policy, schemes of work, planning and the provision of good quality language teaching
- seek opportunities to further **develop their own expertise** and keep up to date with the development of good quality language learning in order **to provide a fun, exciting and challenging environment for learning languages**

This policy was updated in February 2019 by Sue Ridout - MFL Subject Leader.