

## LETHBRIDGE PRIMARY SCHOOL

### Foreign Languages POLICY

#### **Introduction**

This policy outlines the teaching and learning of Modern Foreign Languages (MFL) at **Lethbridge Primary School**.

The school's policy for MFL is based on the National Curriculum 2014. We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We are keen to promote the introduction of a Modern Foreign Language to all pupils in Key Stage 2. As a school we have chosen to study French.

It has the full agreement of the Governing Body who approved it. The implementation of this policy is the responsibility of all the teaching staff.

#### **Aims**

- to understand and respond to spoken and written language from a variety of authentic sources
- to 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
- to discover and develop an appreciation of a range of writing in the language studied

#### **Teaching and Learning**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

### **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 214 these, for instance, to build sentences; and how these differ from or are similar to English

In KS2, children should have around 30 minutes per week of languages. In KS1, teachers can introduce basic vocabulary and songs.

### **Planning**

Lessons are planned weekly. They are beginning to be saved on the VLE and monitored by the MFL Subject Leader and the SLT.

When appropriate, the following should also be indicated on plans:

- TA support
- Gifted and Talented Children
- Special Educational Needs

### **Links with other schools and wider opportunities**

We work closely with Commonweal. A teacher comes in regularly to work alongside and support Year 6 teachers in their teaching of French. As a Commonweal cluster MFL co-ordinators from the four Primary Schools meet with Commonweal colleagues and Michelle Panting (MFL Advisor for Swindon) to discuss ways we can develop links.

A link has been established with a primary school just outside Poitiers – Ecole de Nieuil l’Espoir. Children in Year 5 initially are going to exchange letters and emails to learn about the French life and culture and the similarities and differences of French and English schools. French colleagues visited Lethbridge at the end of November 2009 and a plan has been drawn up on ways to develop the link. In time we would anticipate a reciprocal visit.

### **Curriculum Links**

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:

- **Literacy:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
- **ICT:** use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.
- **PSCHE:** the multilingual society, knowledge of other countries and cultures.
- **Numeracy:** 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, and names of planets.
- **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, family trees of famous people.
- **Art:** look at paintings and the lives of painters.
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

### **Assessment**

Teachers assess children’s progress informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

We aim to introduce a Languages Portfolio, which will give children the opportunity to self-assess based on a series of “can do” statements, linked to the content and skills based objectives. This will take the form of a passport which will go accompany the child through school.

### **Equal Opportunities**

French is taught in line with the school's 'Equality Duties'.

### **Special Education Needs**

The needs of all children will be met through differentiated learning and support from teaching assistants as appropriate.

### **Monitoring and Evaluation**

Monitoring of the standards of children's work and of quality of teaching in French is the responsibility of the SLT, supported by the subject leaders and governors.

The MFL Subject leaders will monitor planning, talk to pupils and observe classroom practice. In addition, the work of the subject leaders involves supporting colleagues in the teaching of French and informing teachers about current developments in the subject.

### **Resources**

We use a wide variety of resources – many of which are already used in school in other parts of the curriculum, e.g. multi link and dice. We use songs and stories from different publications. There are commercial schemes of work which can also be followed. The Interactive Whiteboard, flashcards and real artifacts are used for many aspects of teaching MFL.

### **Governors**

On governor visits, French will be seen being taught. Governors will be kept informed of developments in the teaching of French.

### **Conclusion**

We very much hope that by working in partnership with our secondary colleagues at Commonweal and with our French colleagues in Poitiers, our pupils will benefit from their early start in learning a Modern Foreign Language and that this will provide a sound basis for future learning.

***Approved by Governors November 2014  
To be reviewed November 2016***