



***“Show me your way, Lord teach me your paths.” Psalms (25.4)***

## **ALMONDSBURY CE PRIMARY SCHOOL** **Modern Foreign Languages Policy**

### **The contribution of MFL to the primary school curriculum**

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curriculum links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### **Educational Aims**

- 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 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.

### **Objectives**

- 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.

### Approach

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.

### Organisation

At KS1 children are given weekly sessions of 30 minutes by a Teaching Assistant. This is extended in KS2 to 45 minutes to 1 hour each week. At KS2 French is currently taught both by class teachers or during PPA. Children will also experience French through cross-curricular activities such as PE warm ups (Take 10) and answering the register. Year 6 children make an annual visit to Paris, France, where they are encouraged to use their language skills in real-life situations.

### Teaching and learning styles

The teaching is based on the guidance material in the LCP scheme of work for Modern Foreign Languages (KS2) and supplementary material collected as a result of in-service training and development work within the local network of schools, as well as drawing from the Rachael Hawkes online resources. In KS1, coverage comes from the Early Start scheme and Entrée dans la Ronde. Teachers use a variety of techniques to encourage the children to have an active engagement with the Language, including games, role play and action songs. They use puppets and soft toys to demonstrate and present the foreign language. Teachers also use mime to present new vocabulary as this serves to demonstrate French without the need for translation.

Across the school, the children are given the opportunity to listen to native speakers on carefully selected resources and through access to relevant websites. The school is also developing a link with French speaking schools and those in other countries to extend cultural understanding.

Listening, responding and speaking skills are emphasised in KS1 and then these are developed along with simple reading and writing skills in KS2. 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. Teachers try to make lessons 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

Medium term planning for KS1 (where foreign languages are not compulsory according to the National Curriculum) is based around the Entre Dans La Ronde scheme of work. In Key Stage 2, objectives are taken from the National Curriculum, with medium term planning for content coverage taken from the LCP scheme of work. This allows progression and continuity to be ensured across the Key Stage. Differentiation is achieved in the following ways and ensures that all pupils are able to participate fully and effectively:

- Setting common tasks which are open ended and can have variety of responses.
- Setting tasks of increasing difficulty (not all pupils complete all tasks).
- Grouping pupils according to ability in the room and setting different tasks for each group.
- Providing resources of different complexities, 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.

### Assessment

Teachers assess the children's progress informally during the lessons, evaluating progress against the areas of learning:

- Speaking
- Listening and responding
- Reading and responding
- Writing
- Intercultural Understanding

Children are also able to self-assess using the 'I can' statements at the end of a unit and by checking their own and others work during a lesson.

More formal assessment is undertaken at the end of a unit/term using the venn diagram format, consistent with other foundation subjects across the school.

### Cross Curricular 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:

- 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, video and audio, presentation of data, 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, singing, composition, world music.
- RE: international of multicultural work, celebration of festivals, story telling, calendars, customs.
- History: work relating to the study of other countries.
- Art: descriptions of paintings.
- PE: physical responses to the teacher's instructions issued in the language being learnt.
- SEN: All children are expected to learn a foreign language. Children with SEN are supported in this as with any other subject being learnt. Due to the kinaesthetic, multi-skilled approach to learning, many children with SEN thoroughly enjoy learning the language at the same level as others. Adaptations are made for all SEN.

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