



Modern Foreign Languages Policy



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This policy should be read in conjunction with the *Teaching and Learning Policy, English Policy, any other related subject policies and the following:*

Assessment Policy
Behaviour Policy

Health and Safety Policy
Safeguarding and Child Protection Policy
Special Educational Needs and Disability Policy

Throughout this policy 'parents' denotes those with parental responsibility.

1. Mission Statement

At St. Vincent's Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

We recognise the value of teaching another language and the importance of enabling pupils to make substantial progress in one language. The School has chosen French as the language to be taught to all children in Years 3 – 6: focusing on practical communication.

1.1 Aims and Objectives

The aims of teaching foreign languages at St. Vincent's Primary School are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and ability to communicate through languages other than their first language;
- explore the patterns and sounds of language and link the spelling, sound and meaning of words;
- support oracy and literacy, developing reading and writing skills in French alongside speaking and listening;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;

2. Approaches to Teaching and Learning

There are two main contexts in which teaching and learning of foreign languages take place.

2.1 French lessons

Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the specialist native French teacher.

Lessons are highly interactive to foster children's communication skills with a balance of spoken and written language. Children take part in conversations at an appropriate level, responding to instructions and questions, describing people, places and things and expressing opinions and feelings in phrases and sentences. They develop their pronunciation and intonation through listening to and practicing French in the context of songs, rhymes, stories and modelled phrases. Activities such as rhymes, games and role-play enable them to develop their oracy in an enjoyable and non-threatening way.

As the children progress through Key Stage 2, they also develop their skills in reading and writing French, gaining an awareness of the structure of the written language and broadening their vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary. They learn to write phrases from memory in familiar contexts such as classroom items, display labels, weather charts, dates, and adapt these to create new sentences, to express their ideas. They are taught an increasing variety of grammatical structures and features such as feminine and masculine forms and the conjugation of high-frequency verbs.

2.2 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use phrases in French to take the register, greet children in assembly, give simple classroom instructions ("Come in quietly"; "Listen"; "Look"), to ask questions; ("What is today's date?") and to give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in real-life contexts.

3. Resources

Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are used throughout the school.

4. Planning

French is planned following the guidelines set out in the National Curriculum Languages programmes of study for Key Stage 2. The School's Scheme of Work is reviewed regularly to ensure that there is continuity and progression in both skills and content across all classes as well as compliance with the new National Curriculum (2014). As with other subjects, plans are adapted according to the needs of the children in the group.

5. Assessment

Opportunities to monitor the children's progress in French are built into our termly Scheme of Work. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and, where appropriate, written product.

6. Cross Curricular Opportunities

6.1 Reading, writing, communication and ICT

Oracy and literacy skills are developed as indicated above, and also provide an added perspective on English teaching and learning as children recognise sounds and combinations of sounds and their written equivalents which are similar to, or different from, those of English.

ICT is used to enhance both teaching and learning, giving children access to further examples of languages spoken by native speakers in their daily life. Software packages used in the ICT suite also enable children to consolidate their understanding of vocabulary and practice their reading and writing skills.

6.2 Spiritual, Moral, Social and Cultural

Through the study of French, children develop an understanding of their own culture/s and that of the countries where the languages are spoken. Video resources, stories and other activities, such as discussion with members of the School Community for whom the language is a home language, help them to identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Through this they are encouraged to recognise and mistrust stereotypes, and understand and respect cultural diversity as well as to understand how aspects of the culture of different countries, where these languages are spoken become incorporated in the daily life of others.

7. Enhancing the Curriculum

Within the School Community, over 10 languages are spoken, with many children using two or three languages on a daily basis. Parents and other family members therefore provide a key resource for enriching the Languages Curriculum. They may support through reading stories, teaching songs, playing games or through giving more information about the culture e.g. talking about a country or cultural experience, sharing artefacts or cooking traditional foods.

There are also opportunities for KS1 children to learn French as an extra-curricular activity at after school clubs. An annual French Day is held focusing on French culture, food, language and traditions.

8. Inclusion

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Some children may have a particular facility for learning languages, especially children already fluent in two or more languages. Others may have learning needs which affect their learning in Languages.

Work is differentiated as appropriate to meet the needs of individual children and also to acknowledge any prior learning at French Clubs or elsewhere.

8.1 English as an Additional Language

The School believes that bilingualism is to be valued as a special achievement and that it can be educationally enriching and have a positive effect on intellectual performance. We seek to support children in maintaining their own languages as much as possible.

Children who are beginners in English but fluent in another language may have some or all of the focused Languages lesson, on a short-term basis, developing English skills using the same Aims and Objectives as in 1.1. This will be until such time as they are able to access the School Curriculum in general, as well as French Curriculum, more confidently alongside their peers.

9.11 French speaking children

Children who speak French as their first language or additional language, and therefore have a degree of competency beyond their peers, are catered for according to their individual needs. Some children are orally fluent and therefore benefit from developing their reading and writing skills to an age-appropriate level for first language speakers, perhaps to support French schooling which they receive at another point in the week. Others may hear French regularly at home, from a parent or other family member, but need further opportunities to practice speaking it themselves within the class context. Others may be beginners in English and benefit from Languages teaching in English for a period. Programmes are planned for each child by the French teacher and class teacher, in consultation with parents.

9. Health and Safety and Safeguarding

See Teaching and Learning Policy

10. Roles and Responsibilities

The French teacher has responsibility for leading this subject under the guidance of the Head Teacher. In addition to the role she also has responsibility for liaising with parents of children with French as a first or home language to assist in planning suitable provision for each child.

11. Policy Review

This policy will be reviewed according to the cycle agreed by the governors' Curriculum Committee.