

Modern Foreign Language Policy

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.” The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

Every Child Matters.

The Government’s aim is for every child, whatever his or her background or circumstances, to have the support they need to:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic wellbeing

This policy is written with these principles in mind.

At Hayeswood First 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.

Since the school year 2010-11 all Key Stage 2 pupils have been entitled to learn another language in school time as part of the Government’s National Languages Strategy (*Languages for All: Languages for Life*, DfES 2002). Hayeswood First School recognises the value of this initiative and provides age-appropriate Primary Languages learning opportunities for all children in Years 3 – 4. The focus language taught in our school is French.

Aims and objectives of Primary Languages education at Hayeswood First School

The aims of Primary Languages teaching at Hayeswood First School are to

- foster an interest in language learning by introducing children to another language in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- 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;
- give an extra dimension to teaching and learning across the curriculum.

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts or rhymes

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write, with support where appropriate, familiar words and simple phrases in context eg classroom items, display labels, date;

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Teaching and learning Primary Languages at Hayeswood First School

There are three main contexts in which language teaching and learning take place.

1 *Languages lessons*

Although Primary Languages cuts across the curriculum, KS2 children are taught specific skills, concepts and vocabulary in a weekly, dedicated lesson with their class teacher. The content of these sessions is reinforced during the week, as the opportunity arises, with supporting resources provided by the MfL subject leader which are stored and accessed in Year 3 classroom.

2 *Languages embedded into other lessons*

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3 *'Incidental' language*

Languages are part of the day-to-day life of the school where possible. For example, teachers may use the foreign language to give simple classroom greetings or instructions ('Hello'; 'sit down'), to ask questions ('how are you today?') and to take the register. Children are encouraged to respond using the language they have learned.

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into other areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. It is further reinforced through occasional 'French Days' or other MfL days, (not necessarily French, but other languages), at the school

Inclusion

Primary Languages teaching at Hayeswood First School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated or supported as appropriate to the needs of individual children.

Planning and resources

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). Our school, in common with the majority of Dorset primary, first and middle schools, uses the scheme of work designed and written by Catherine Cheater as the basis for our French teaching. This ensures that there is continuity and progression in both skills and content across classes. Teachers and the subject leader collaborate over planning, sharing ideas for activities, resources and special events. The subject leader has principal responsibility for planning and resourcing lessons. Published resources include fiction and non-fiction texts, posters, CDs and a DVD.

Staff development

Teachers are given opportunities to develop their own language and language teaching skills, through subject leader support and whole school MfL days. The subject leader attends local authority training when finances allow as appropriate.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages take place in lessons. Assessments are based on observation of and speaking to children working predominantly on different oral activities, and, where appropriate, written outcomes. Progress is documented on assessment sheets formulated with reference to the year 3 and 4 DCSF languages ladder, and which incorporate the 4 strands of language learning for years 3 and 4. These are:

- Writing
- Speaking
- Reading and responding
- Listening and responding

Links outside school

We encourage children to share their experiences of visiting or living in other countries, and welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make use of ICT to approved sites on the Internet, to find out about life in other countries.

(Revised: May 2019)

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Approved by Governors:	
Next Review:	Summer 2021