

Our Lady and St Edward Primary and Nursery School

Primary Modern Foreign Languages Policy

Governors and staff at Our Lady & St Edwards Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education. We aim for all our children to respect, appreciate and enjoy the wider world and to be able to communicate effectively in other languages.

“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.)

Aims and Objectives

At Our Lady & St Edwards, we offer French to all pupils from Nursery to Year 6. The teaching of PMFL offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a modern foreign language;
- develop language skills and language-learning skills;
- understand and communicate in a new language;
- make comparisons between the foreign language and English or another language;
- increase their intercultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- foster positive attitudes towards foreign language learning;
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- support oracy and literacy, in particular develop Speaking and Listening skills
- form a sound basis for further study at key stage 3 and beyond.

Oracy

Speaking and Listening

Children will explore how 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, raps and stories which enable them to practice 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, and prepare and give a talk on a familiar subject confidently and with regard for the audience.*

Literacy

Reading and Writing

Children will explore how 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 independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;*
- *write sentences and short texts independently and from memory.*

Intercultural Understanding

Children will explore how 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.*

Knowledge About Language

Children will explore how to:

- *Identify phonemes, letters and words which are similar to and different from English in spoken and written forms*
- *Recognise commonly used rhyming sounds and learn how they are written*
- *Understand and use a range of common words from all word classes, especially verbs*

- *Recognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differently*
- *Apply their knowledge of language rules and conventions when building short sentences and texts, spoken and written*
- *Understand and use question forms and negatives in spoken and written language*
- *Understand that rules and conventions are respected by native speakers and are important for learners*
- *Recognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives*
- *Recognise the importance and significance of intonation and punctuation.*

Language Learning Strategies

- *Discuss their language learning and try out different learning strategies*
- *Plan and prepare for language learning activities, analysing what they need in order to carry out a task*
- *Use gesture and mime to show they understand and to help make themselves understood*
- *Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings*
- *Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation*
- *Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words*
- *Sort and categorise known words and investigate the characteristics of new language*

Planning

Medium term planning for each year group will be based on guidance from

- Framework For Languages
- QCA Scheme of Work for French at KS2
- LCP Scheme of Work for Primary French
- Various Mono-lingual and bi-lingual story books
- La Jolie Ronde for KS2

- Traditional and authentic French songs

Teaching

Foundation Stage

Target vocabulary, related to cross curricular topic plans will be introduced, (eg. farm animals), in order to encourage productive skills. Children may be exposed to supplementary vocabulary of numbers 1-5, for receptive skills only.

This will then be built on through using this vocabulary in different contexts in KS1.

Nursery and Reception children receive 15 minutes weekly French teaching in small groups from the PPA teacher Jennifer Jackson.

Class teachers/teaching assistants will also embed/integrate French into the daily classroom routine and include French in a cross curricular way, wherever possible.

Key Stage 1

Each class in KS1 will have an hour-long French lesson each week, taught by the PPA teacher Jennifer Jackson.

Year1 & 2 – Wednesday morning

Basic target vocabulary will be covered at phonic, word & phrase level, with opportunities for extension provided, enabling more able pupils to use this language in the context of a sentence. Delivery across KS1 will appeal to all learning styles, with an emphasis on kinesthetic activities, to provide a fun basis for future language learning.

Class teachers/teaching assistants will also embed/integrate French into the daily classroom routine and include French in a cross curricular way, wherever possible.

Key Stage 2

Each year group in KS2 (years 3-6) will have one lesson of French each week, lasting for 60 minutes taught by the PPA teacher Jennifer Jackson.

Through a multi-sensory, kinesthetic approach to teaching and learning, children will be taught in relation to the objectives set out in the Key Stage 2 Framework for Languages.

In lower Key Stage 2 the emphasis will be on building confidence in oracy skills whilst encouraging appropriate linking of graphemes and phonemes, in order to build on phonic awareness skills gained in KS1.

In upper Key Stage 2, children will develop skills in writing a variety of structures; whilst continuing to improve oracy skills, through performing to an audience, in a variety of styles.

Class teachers and teaching assistants will continue to embed French into the daily classroom routine and exploit opportunities to incorporate French across the curriculum.

Differentiation

Activities will be differentiated where appropriate, to meet the needs of individual pupils.

Strategies will include:

- Setting common tasks which are open ended and can have a variety of responses
- Setting tasks of increasing challenge
- Grouping pupils according to ability 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 different ability to complete tasks
- Effective support from teaching assistants where available
- Encouraging child led sessions by children for whom French is their first language

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit. Positive images of languages being spoken by people of both sexes will be promoted.

Pupils with Special Educational Needs

The school recognises the motivational advantages of the use of MFL by children with special educational needs. Therefore, all pupils at Our Lady & St Edward Primary and Nursery School are taught MFL. It forms part of the school's policy to offer a broad and

balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified on IEPs.

Assessment

Short Term Assessments

In each language lesson the teacher will employ appropriate assessment for learning strategies. We use these to:

- Check that children have grasped the main teaching points, through concept checking.
- Check that children are remembering basic vocabulary and can use this to respond to questions
- Identify Gifted and Talented linguists and those pupils who require extra support
- Inform future planning

Languages Portfolio Assessment Tool

With appropriate guidance, children will be given the opportunity to self assess against all the strands of the Framework for Languages, using the 'Can do' statements in this document at the end of each term.

Long Term Assessment

Language teachers report to parents at the end of each year, regarding the achievements of individual children, as part of the Annual Report. They will also complete a transition document for year 6 children to accompany them to their receiving school.

Pupils' progress will also be tracked against the National Curriculum levels for MFL. Progress across each level will be tracked using the sublevels E (Emerging), D (Developing) and S (Secure).

Roles and responsibilities

The Subject Leader will:

- Manage the implementation of the school policy
- Order, update and allocate resources
- Identify needs and arrange INSET so that staff are confident in how to support, embed and assess MFL
- Keep abreast of new developments and communicate it to staff
- Take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place

- Attend appropriate courses and maintain link with Primary Strategy Consultant for Languages
- Contribute to the school development plan on a yearly basis
- Liaise with receiving secondary schools
- Continue to develop subject knowledge through team planning and evaluation opportunities
- Continue to develop personal language skills

The PPA teacher will:

- Deliver language lessons to children in Nursery and Years R-6.
- Share information on pupil progress and evaluate achievement with SLT
- Use information shared to advise on future planning
- Assist in CPD activities for staff
- Design specific schemes of work for KS1 which enable children to access the KS2 Framework with confidence
- Act as language consultant on opportunities for embedding French within whole school.
- Maintain a high profile in school, through participation in whole school events, where possible
- Use expertise to ensure quality of provision and progression across Foundation Stage and Key Stage 1.
- Continuous CPD for KS2 staff specifically, correct pronunciation of target language in medium term planning.

Class teachers and teaching assistants will:

- Act on guidance from subject leader and outside provider on issues of embedding language
- Create displays which are relevant to current vocabulary topics
- Where able, begin to use newly acquired language skills within their classroom

Monitoring and Evaluation

The subject leader and SLT will monitor and evaluate French provision across KS1 and KS2 through:

- Discussion with staff
- Pupil conferencing
- Looking at children's work
- Comparing Languages Portfolios
- Observing teaching and learning
- Learning walks to review displays etc
- Encourage the active involvement of school governors

As a result of the above, the subject leader will evaluate and update the French Action Plan.

This policy was revised in January 2015 by the MFL coordinator.

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Signed:

Date: