



Morton CE (Controlled) Primary School

Primary Languages Policy

1 Aims and objectives

- 1.1 Primary languages are now a compulsory part of the Primary Curriculum. At Morton Primary School we are committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- 1.2 Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:
- familiarise themselves with the sounds and written form of a foreign language;
 - develop particular language-learning skills;
 - begin to understand a new language, and communicate in it;
 - make comparisons between languages;
 - learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
 - develop a positive attitude towards the learning of foreign languages in general;
 - use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
 - acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

2 Teaching and learning style

- 2.1 We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the

foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

- 2.2 We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the Early Start Materials for French.
- 2.3 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). These are taught to the whole school during assembly time as well as in lesson time.
- 2.4 We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.
- 2.5 We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.
- 2.6 We allow for differentiation by:
 - using peer support - we partner pupils of disparate ability;
 - setting common tasks which are open-ended and can have a variety of responses;
 - providing resources of different complexities, matched to the ability of the child.
- 2.7 We assess the children's progress informally during the lessons, evaluating progress against the skills listed in the programme of study:

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

3 Organisation

3.1 We teach a foreign language to children throughout Key Stage 2. The way in which this is organised varies, depending on our staffing situation each year. We introduce the subject in Year 3, concentrating on word level work. In Years 4, 5 and 6, we use Early Start French to support teachers to achieve the required level of competency. French is also introduced to children in Key Stage 1 through songs and games in assembly and through short word-level sessions which link to their topic work.

4 The curriculum

4.1 French is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages and Early Start French.

4.2 We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;

- look at life in another culture.

5 The contribution of primary languages to teaching in other curriculum areas

5.1 English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure.

5.2 Mathematics

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

5.3 Personal, social and health education and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

5.4 Spiritual, moral, social and cultural education

By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

5.5 Music

We teach children songs in the modern foreign language - both traditional and modern - which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question (e.g. Saint-Saëns's 'Carnival of the Animals' in the case of France).

5.6 Science

Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

7 Modern foreign languages and inclusion

7.1 At Morton Primary School, we teach French to all Key Stage Two children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make

progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the Primary Curriculum allows us to consider each child's attainment and progress against expected levels.

8 Assessment for learning

- 8.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons. There are no national key stage tests, but we do award the children a school certificate showing that they have reached a certain level of competence in French. We present this to the children at the end of the year. The school uses the four national attainment targets to evaluate the progress of each child, and to provide information to the secondary school when the children transfer.
- 8.2 To help cross-phase continuity, we include the school MFL certificate in each child's record of achievement.
- 8.3 Older children are encouraged to make judgements about how they can improve their own and each other's work.

9 Resources

- 9.1 Teachers in Foxes and Badgers class to Early Start resources to help them plan and teach to the required standard

10 Monitoring and review

- 10.1 We monitor teaching and learning in the same way as we do all the other courses that we teach in the school.

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- writes an annual vision statement in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;

- 10.2 The Head teacher reports to the governing body on the progress of children in French, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our French teaching.
- 10.3 This policy will be reviewed at least every two years.