

WESTFIELD PRIMARY SCHOOL

Modern Foreign Languages Policy

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Westfield Primary School Policy for Modern Foreign 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.

Intent

At Westfield 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 and literacy skills that lay the foundation for future language learning. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

We will provide age-appropriate Modern Foreign Languages learning opportunities for all children in Years 3 - 6 / throughout the school. The focus languages taught in our school are French in Years 3 and 4 and Spanish in Years 5 and 6.

Implementation

The aims of Modern Foreign Languages teaching at Westfield 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 creativity in experimenting with it;
- develop linguistic confidence, in particular develop speaking and listening skills;
- help children develop their awareness of and positive attitudes towards other languages and cultures;
- raise awareness of the existence of languages other than English and lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- to open children's minds to the excitement of other languages, lives and cultures

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, raps 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, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

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 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

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;
- challenge stereotypes, and understand and respect cultural diversity.

Teaching and learning Modern Foreign Languages at Westfield Primary School

At Westfield Primary School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. The Year 3 and 4 teachers use Rigolo to teach interactive French lessons that also contains a fluent speaker so pronunciation is accurate. The Year 5 and 6 teachers use Speekee which have interactive videos on topics with fluent speakers so pronunciation is accurate.

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

1 *Languages lessons*

Although Modern Foreign Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher. The content of these sessions is reinforced by the class teacher during the week, when appropriate.

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, some instructions may be given in another language in a PE lesson; or 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. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register, lead Assembly and 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 stress-free real-life contexts.

Breakdown of skills of study for KS2

Year 3 - French - Using Rigolo programme

- name and describe people, a place and an object (Speaking)
- give response using a short phrase (Speaking)
- have a short conversation, saying 3 to 4 things (Speaking)

- read and understand a short passage using familiar language (Reading)
- explain the main points in a short passage (Reading)
- write phrases from memory (Writing)

Year 4 - French - Using Rigolo programme

- give response using a short phrase (Speaking)
- start to speak, using a full sentence (Speaking)
- read a passage independently (Reading)
- use a bilingual dictionary or glossary to look up new words (Reading)
- write 2-3 short sentences on a familiar topic (Writing)
- write what they like/dislike about a familiar topic (Writing)

Year 5 - Spanish - Using Speekee programme

- name and describe people, a place and an object (Speaking)
- give response using a short phrase (Speaking)
- have a short conversation, saying 3 to 4 things (Speaking)
- read and understand a short passage using familiar language (Reading)
- explain the main points in a short passage (Reading)
- write phrases from memory (Writing)

Year 6 - Spanish - Using Speekee programme

- give response using a short phrase (Speaking)
- start to speak, using a full sentence (Speaking)
- read a passage independently (Reading)
- use a bilingual dictionary or glossary to look up new words (Reading)
- write 2-3 short sentences on a familiar topic (Writing)
- write what they like/dislike about a familiar topic (Writing)

Impact

Intercultural understanding

Modern Foreign Languages is integral in promoting SMSC and a deeper understanding of British values. It provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Inclusion

Modern Foreign Languages teaching at Westfield Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Modern Foreign Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Planning and resources

Modern Foreign Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). The school's Scheme of Work (which is updated regularly) ensures that there is continuity and progression in both skills and content across all classes. Teachers collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school. The Modern Foreign Language section in the school library is added to year by year.

Staff development

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network workshops and local authority training. The subject leader for Modern Foreign Languages identifies school needs and co-ordinates professional development opportunities.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Modern Foreign Languages are built into our termly programmes of study. 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.

The role of the subject leader

The co-ordinator should:

- Take a lead in policy development.
- Monitor the effectiveness of the teaching of MFL.
- Support colleagues, including induction of teachers new to the school with training to support staff confidence.
- Make resources available for a range of purposes.
- Liaise with other teaching staff regarding opportunities for children to participate in activities outside school