

## Foreign Language Guidance

### Rationale

This policy outlines the teaching and learning of Modern Foreign Languages (MFL) at Hayes Primary School.

We believe that 'learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.' (The National Curriculum in England Framework Document (DfE) 2014).

Furthermore, the learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We are dedicated to promote a Modern Foreign Language to all pupils in Key Stage 2 and as a school we have chosen to study French. Additionally, we have encouraged language opportunities to KS1 and EYFS via lunch time clubs in French and Spanish.

### Aims

- To ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources.
- To ensure that all pupils speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation.
- To ensure that all pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To ensure that all pupils discover and develop an appreciation of a range of writing in the language studied. (The National Curriculum in England Framework Document (DfE) 2014).
- To work with other schools in the Trust in order to share good practice in order to improve this policy.

### Organisation

In line with Framework guidelines, all pupils learn languages for approximately 40 minutes per week during which we ensure that children have a very good Intercultural Understanding which is inbuilt in the planning of the foreign language lessons and other curriculum areas. For instance, we combine this time with a French Day we hold every year where the Infant and Junior schools together set up and run a French themed day. Additionally, visual cues of common commands are displayed around the school and some of the children work is displayed.

This year, Year 6 will also benefit from a French story workshop linked with their learning in the Summer Term.

## Teaching and Learning

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Hayes Primary School believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support the MFL teacher with model pronunciation. In addition, children's reference books, teachers' resources, books, regalia, interactive whiteboard games, bi-lingual dictionaries and online resources are also available. The school uses the local community and other links to expose pupils to native speakers, as well as ICT.

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.
- 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: feminine, masculine 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.

## Planning

Lessons are planned weekly. They are saved on the teacher shared drive under French and monitored by the SLT.

When appropriate, the following should also be indicated on plans:

- TA support
- Gifted and Talented Children
- Special Educational Needs

## Links with other schools and wider opportunities

Language leaders within the Trust meet regularly to share good practice and to discuss ideas for their Action Plan.

## Curriculum Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be exploited through aspects of:

- Literacy: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
- ICT: use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.
- PSCH: the multilingual society, knowledge of other countries and cultures.
- Numeracy: counting, calculations, the time and the date, money.
- Geography: work relating to the study of other countries, points of the compass, weather.
- Science: work on parts of the body, animals, and names of planets.
- Music: rhyming, rhythm, singing, composition, world music.
- RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs.
- History: work relating to the study of other countries, family trees of famous people.
- Art: look at paintings and the lives of painters.
- PE: physical responses to the teacher's instructions issued in the language being learnt.

## Recording, assessment and reporting

The MFL teacher assesses the progress the children make informally during the lessons and formally at the end of each unit and will record progress.

Evaluating progress against the four national attainment targets of:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

Findings are shared with the SLT and school governors and an assessment of the child's language level will be recorded in their end of year report. Attainment: Above, At expected, Just below, Below. Effort options are: Excellent, Good, Satisfactory, Needs Improvement.

The children have the opportunity to self-assess based on the following statements of "Très bien, bien, à revoir" (very good, good and to be reviewed) linked to a variety of sources such as games, songs, and connections to real life situations. Lessons focus on speaking and listening however, when appropriate, children record written work in folders which are passed through the years and become a portfolio of their learning.

## **Inclusion – SEN, G & T, Ethnicity and Gender**

All pupils, regardless of race or gender, shall have the opportunity to develop languages capability. Hayes Primary School will promote equal opportunities and fair distribution of language resources. The needs of all children will be met through differentiated learning and support from teaching assistants as appropriate.

Children with other languages at home are encouraged to use them for educational benefit.

## **Roles and responsibilities**

The MFL teacher will facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work.
- By ordering/updating resources.
- By keeping staff aware of new developments.
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Language capability and that progression is taking place.
- By supporting staff in developing pupils' capability.
- By attending appropriate courses to update knowledge of current developments, and by keeping links with the local secondary and primary schools.
- By management of native speakers, if available.

## **Conclusion**

We very much hope that by working in partnership with language teachers of the Trust and the community, the pupils will benefit from their early start in learning a Modern Foreign Language and that this will provide a sound basis for future learning in secondary school.