WINGROVE PRIMARY SCHOOL

Policy Statement for

Primary Modern Foreign Languages

Subject leader: L Hassan/J Tucker
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Rationale

Learning a foreign language is a 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.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The National Curriculum

The National Curriculum outlines what must be taught in Key Stage 2. It is not compulsory in Key Stage 1. Teaching must allow 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. Through discussion with our Key Stage 3 feeder schools, French was chosen as the modern foreign language taught at Wingrove.

Teaching 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.

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
- 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
- describe people, places, things and actions orally and in writing
- understand basic grammar including feminine, masculine 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

Planning is undertaken at three levels:

Long term planning is based on the units of work set out in the North Tyneside Scheme of Work

Medium term planning is carried out each term. Each unit provides an overview of the teaching for that term.

Short term planning is carried out weekly. These plans include the learning objectives, the activities chosen as the vehicle for achieving the objectives, differentiation, resources and core vocabulary.

Cross Curricular Links

At Wingrove, children should be provided with opportunities to develop their skills and understanding of their language through their work in other curriculum areas. Where there is a natural link the language should be included in a cross curricular approach. As the curriculum moves towards a thematic approach, languages and the international dimension will be incorporated into themes.

English

Knowledge about language, development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.

Maths

Numbers and counting in other languages e.g. addition and subtraction facts, the date, telling the time, money and currency, prices and costs, distance and speed, surveys, data collection and analysis.

Science

Environmental factors in different countries, work on parts of the body and life cycles.

ICT

E-mail contacts with schools abroad, materials from the Internet, video and audio, presentation of work and data, word-processing.

Geography

Locate countries where the languages they know are spoken; find similarities and differences in relation to climate, language and culture.

History

Cultural and language activity linked to specific periods of history.

Music

Learning and performing songs in the language, comparing English examples with those of other cultures (e.g. Sur le pont d'Avignon/London Bridge is falling down).

Technology

Designing and making things e.g. houses, classroom objects, puppets.

Art
Display work, learning about the artists of other countries and their paintings.
P.E.
Instructions in the language being learnt.
R.E
International or multicultural work, celebration of festivals, customs, calendars.
PSHCE
Knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multilingual society, respect for themselves and for others, appreciation of cultural diversity.

Teaching Methods and Approaches
KS2
For 2014 – 2015, we are introducing literature works strategies into MFL where learning is based around a text in French and the text is discussed using the guided reading method of:
Activate Prior Learning - What do you know already?
Predict
Question
Likes and Dislikes
Clarify - Is there anything you don't understand?
Summarise

The children use inference skills to translate the text and work out the meaning. They compile word banks and lists of grammatical features. Through the text study, they are able to create their own picture books in French.

We also have a team of Language Ambassadors at Wingrove. One representative from Y2 – Y6 meets weekly with the MFL Subject Leader for a short, fun, interactive language session. The children then share the language learning with their own class.
KS1
In KS1 French is introduced by integrating key vocabulary into the classroom context e.g. greetings, taking the register, giving instructions, giving praise, learning songs or rhymes. Children in Y2 also take part in the Language Ambassadors team.

Display
Signs around school are displayed in French to develop the children's vocabulary. Following the literature works approach to MFL, Children are encouraged to produce materials such as descriptions, letters, books etc which could be used for MFL displays.

Assessment and Record Keeping
At Wingrove we are continually assessing our pupils and recording their progress. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.
As children progress through their language learning, they will be assessed in the four areas of speaking, listening, reading and writing and progress will be matched to National Curriculum level descriptors.
In discussion with our feeder secondary schools, an appropriate languages portfolio

(based on the European Languages Portfolio) will be developed for each child. The portfolio will accompany them through their career at key stage 2 and will be shared with the child's secondary school.
When children have studied French throughout key stage 2 (from Y3 to Y6), they should be given the opportunity to have their language skills accredited at the end of Key Stage 2 through the ASSET Languages recognition scheme.

Reporting
All parents receive an annual written report which includes a summary of their child's progress in French over the year.

Resources
Resources are ordered by the subject leader and reflect the progression of the children through the units of work. Budget is managed by the subject leader.
We have a variety of books, DVDs, flashcards and practical resources to support teaching.
The Monkseaton Complete Course in Primary French, units 1 – 12 is available on the school network and is followed for planning.
Early Start French 1 'Salut ça Va' and Early Start French 2 'Où habites – tu?' publications are in every year group in KS2 to support teaching.
Rigolo is on the school network and is referred to in planning.

Web sites
- **www.bbc.co.uk**
- **www.educationcity.co.uk**
- **www.cilt.org.uk**
- **www.nacell.org.uk**

Equal Opportunities
As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils. In MFL we want children of all races and backgrounds to enjoy working cooperatively together. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils. Access and achievement for all groups is promoted, in line with the school's policy on Equal Opportunity, as we want every child to reach his full potential.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)
Wherever possible we aim to fully include all pupils within all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation. Where necessary teachers will, in consultation with the specialist Inclusion Manager, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff. Where appropriate a group plan is developed with common

objectives and learning targets for a group.

More Able Pupils
Children, in nearly all cases will be taught within the appropriate peer group. They are extended through differentiated work. MFL planning incorporates the teaching of all four skills; Speaking, Listening, Reading and Writing. The latter are higher order skills and enable more able children to communicate at a more advanced level.

Homework
Children are not given French homework weekly but may be given songs or role-plays to practise out of school from time to time.