



LAYFIELD PRIMARY SCHOOL

Modern Foreign Languages Policy

February 2017

Review Date: February 2019

Rationale for the teaching of Modern Foreign languages

In the knowledge society of the 21st century, language competence and intercultural understanding are an essential part of becoming a citizen. Learning languages can challenge and inspire children as well as helping them become more culturally aware, through insight into the people, culture and traditions of other countries.

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 (National Curriculum 2014).

Place of MFL in the New National Curriculum

In September 2014 Modern Foreign Languages became a statutory subject for all Key Stage Two children in primary schools. Each school is able to choose one of six languages to teach. Layfield Primary School chose French. Schools that offer early language learning have found that the earlier children learn a new language, the more receptive and motivated they are. It can also reinforce basic literacy skills and enhance global awareness. At Layfield Primary we teach French from Reception through to Year 6.

The National Curriculum 2014 states that pupils in KS2 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.

The starred (*) content above will not be applicable to ancient languages.

Target language

At Layfield Primary School the target language will be French. It was felt that this would offer the children

- better continuity and progression as they move to Conyers or Egglecliffe Schools
- a relevant context for learning as children are more likely to use their target language in everyday life.

Aims

At Layfield Primary, through teaching French, we aim for children to:

- 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
- 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
- foster positive attitudes towards foreign language learning
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- make comparisons between the foreign language and English or another language
- prepare the children for secondary education and beyond.

Objectives

French is being implemented throughout the school. The children in Reception and Key Stage One currently follow the scheme Petit Etoiles which helps them learn French through songs, games, and simple vocabulary repetition, no written work is required. Children in Key Stage Two Work from the North Yorkshire Scheme of Learning. The schemes were chosen because it was recommended by Conyers and other catchment schools use these schemes. Conyers encourage this because it means that all year seven children enter secondary life with the same language experiences. The North Yorkshire Scheme of Learning uses a wide range of activities to teach French to the children.

As already stated French is implemented throughout the school, so the language learning will broaden, introducing more vocabulary. This will encourage the children to have a go at conversational French and study the cultures associated with the language more in depth. In years 5 and 6 the scheme focusses on developing reading and writing skills, including grammar in French and forming a basis ready for movement into Key Stage 3.

The four main strands of speaking, listening, reading and writing are covered with the main emphasis being on speaking and listening.

These skills will be developed through a range of activities, using recommended language learning resources including:-

- songs and chants
- games
- role plays
- repetition of speech
- using ICT
- using movements

Equal Opportunities, Special Educational Needs and Gifted and Talented.

All children regardless of gender, race, colour, ethnic origin, disability or any other relevant factor will have access to the Physical Education curriculum. All children will be provided with relevant opportunities and at times challenging work in this subject.

All teachers will:

- Set suitable learning challenges for all pupils
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment of individual and groups.

Organisation

Use of the North Yorkshire Scheme in Key Stage Two and a selection of games, songs and activities in Key Stage One mostly taken from [Petit Etoiles](#).

All children are taught French for 30 minutes per week routinely.

In the teaching, children will be expected to work in pairs, small groups, individuals and use ICT. Activities will use flashcards, interactive resources, games and worksheets. Learning will be through a variety of auditory, visual and kinaesthetic means.

Cultural awareness can be brought into other areas of the curriculum, linking with topics taught in these areas.

Planning

Planning is vital to the effectiveness of the provision of Modern Foreign Languages at Layfield Primary School. Planning for Key Stage One is taken directly from Petit Etoiles. Planning for Key Stage Two is taken from North Yorkshire Scheme of Learning but can be altered.

Long Term: Is based on the units from the North Yorkshire Scheme for Learning.

Medium Term: The key learning objectives will be outlined and activities for each week for the half term.

Short Term: Weekly planning sheets are used to give details of activities.

Differentiation is decided by the French teacher and is outlined on planning.

Plans are stored on the computer in the shared area.

Assessment and Record Keeping

Assessment sheets are taken from the North Yorkshire Scheme of Learning. They are based on the learning objectives from the lessons. There are self-assessment forms and teacher assessment forms.

The Role of the Languages Co-ordinator

The modern foreign languages co-ordinator has a number of responsibilities:-

- To take the lead in ensuring a whole school approach is adopted for learning and teaching French.
- To offer support in the organisation and teaching of French.
- To continue to develop links and share ideas with outside agencies/ other schools to maximise Layfield Primary's language capability and capacity.
- To ensure coherent planning across the school which offers continuity and progression.
- To monitor progress and planning in French and advise on action needed.
- To ensure all staff feel comfortable with teaching French by organising appropriate INSET and providing support with resources/activities.
- To keep up to date with the current developments in language education and disseminate relevant information to colleagues.

Extra Curricular Activities

French days within school and Conyers including various activities. Pancake Day activities. Visits from teaching staff and pupils at Conyers into our language lessons to deliver lessons and support pupils.

This policy will be reviewed in April 2019