



**MANOR BEACH PRIMARY SCHOOL MODERN
FOREIGN LANGUAGES POLICY**

REVIEW DATE: MAY 2021

REVIEW DUE: MAY 2023

Foreign Languages Policy.

Manor Beach Primary School

At Manor Beach 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 their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. 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. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All Key Stage 2 pupils are entitled to foreign language learning in school time. Manor Beach recognises the value of this and provides age-appropriate primary languages learning opportunities for all children in Years 3 - 6. The focus language taught in our school is French. We have extended the opportunity to Key Stage 1 children, where they are learning basic French language, e.g. greetings, numbers and simple phrases.

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 new National Curriculum programmes of study

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 to audience

Reading and writing

The children will learn to

understand the basic grammar appropriate to the language being studied

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 etc.

write sentences and short texts independently and from memory.

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

appreciate stories, songs, poems and rhymes in a language

Teaching and learning Foreign Languages at Manor Beach

At Manor Beach we have an exciting approach to teaching languages. We endeavour to integrate engaging language learning opportunities into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages. 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. ICT and other stimulating resources are used regularly to enhance teaching and learning.

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

1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher, teaching assistant and/or peripatetic languages specialist (the content of these sessions is reinforced by the class teacher during the week)

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. French can provide opportunities for the reinforcement of knowledge, skills and understanding developed in many other curriculum including, English (Development of speaking and listening skills, knowledge and understanding of grammar and sentence construction, opportunities to compare the other languages with English or another language can be exploited through use of the new alphabet, rhyming patterns, sound/spelling links, dictionary work, intonation, dialogues, poetry and other text types) Maths (counting, calculations, time, shape etc) ICT (use of websites and during lessons) Science (eg, parts of the body and animals) Geography/History (weather, work related to other countries) PE (physical responses to instructions) Music (rhyming, rhythm, singing) and RE (celebrations of festivals, calendars and customs).

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. 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 could also be used in whole school assemblies.

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.

Intercultural understanding

Primary Languages 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, for example through music, French painters, folk dances, food and drink and through specific events and celebrations.

Inclusion

Primary Languages teaching at Manor Beach 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 Primary 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

Primary Languages is planned following the aims and subject content set out in the National Curriculum for Languages 2014. The school's Scheme of Work (Rigolo) 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 interactive computer software are available for use throughout the school and kept in a central store, accessible for all.

The unit packs with detailed lesson plans, games, flashcards, stories, photographs and assessment activities have been given to each member of teaching staff.

Year 3

Bonjour, En Classe, Mon Corps, Les animaux, La famille, Bon anniversaire

Year 4

Encore, Quelle heure est-il, Le fetes, Ou vas tu?, On mange, La cirque

Year 5

Salut Gustave, A l'ecole, Le nourriture, En ville, En vacances, Chez Moi

Year 6

Le weekend, le vetements, ma journee, Les transports, Le sport, On va faire la fete

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built into our 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.

Teachers record the progress that children have made by assessing the children's work against learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Children keep their own records of achievement in a folder which will go through school with them from Y3 to Y6.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken.

This policy should be read in conjunction with all other school policies and in particular the equal opportunities and race equality, assessment and teaching and learning policies.

The policy will be reviewed in two years.

Policy agreed by:

Foreign Languages Subject Leader:

Headteacher

Policy review date: May 2023