

St Joseph's Catholic Primary School

St. Joseph's School is a Catholic family where each child is encouraged to love, learn and succeed.

Faith, Hope, Love

Policy for Modern Foreign Languages

Our ethos is one, which nurtures education through the recognition and celebration of all children's experiences and achievements, whatever the context.

Each child is an individual and deserves to be respected and valued as such. Every child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success.

Subject Leader: Jemma Child

Governor Link: Barbara Thomas

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St Joseph's Catholic Primary School

The importance of Modern Foreign Languages in the Curriculum.

"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)

At St Joseph's we have welcomed the introduction of Modern Foreign Language (MFL) learning to primary schools as part of the Government's National Languages Strategy. We recognise the value of this initiative and provide age-appropriate Primary Languages learning opportunities for all children throughout the school. The focus language taught is French and each class in KS2 we are aiming to spend 30 – 45 minutes per week. Where appropriate we aim for Languages to become part of the day to day life of the school. For example, teachers may use the target language

- to give simple classroom instructions ("come in quietly"; "listen"; "look"),
- to ask questions ("who wants school dinner?"; "what's today's date?"),
- to take the register
- to enquire about health

Children are encouraged to respond using the language they have learned.

Aims of Primary Languages Education.

The aims of Primary Languages teaching at St Joseph's are to:

- Foster an interest in and enthusiasm for 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.
- Support literacy, and in particular develop speaking and listening skills.
- Help pupils develop language learning strategies and lay the foundations for future language study.
- To encourage children to be aware that language has a structure and that structure differs from one language to another.
- To raise staff awareness and competence in the Modern Foreign Languages.

The Curriculum

The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages and the National Curriculum NonStatutory Guidelines for Modern Languages at Key Stage 2. We have adapted this to the context of our school and the abilities of our children.

St Joseph's Catholic Primary School

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words; • interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;
- look at life in another culture.

British Values

Department of Education advice "Promoting fundamental British values as part of SMSC in schools" (Nov 2014) states:

'Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.' and says that schools should: 'further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;'

The cultural understanding element of our language teaching reiterates and reinforces this message.

Teaching and learning style

We recognise that language learning in its broadest sense has three core strands:

- Learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting);
- Learning ABOUT language (using literacy, i.e. reading and writing in the language, to learn about the writing system, spelling and structure of the language);
- Learning about and comparing different cultures (inter-cultural understanding).

We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another language. We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We use images on flashcards and mime to accompany new vocabulary in the language, as this teaches the language without the need for translation. Pupils' own work in exercise books should not have English translation.

Since the introduction of compulsory language teaching in September 2014 it has been important to include writing and reading tasks at KS2 so that pupils can show progress in each of the four skill areas. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games.

St Joseph's Catholic Primary School

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to MFL learning. We build children's confidence through constant praise for any contribution that they make in the language, however tentative.

Inclusion

Primary Languages teaching at St Joseph's 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 activities in which they may be less disadvantaged than in other curriculum areas.

Differentiation

Language learning activities are well 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. An interactive and sometimes competitive element is particularly successful in engaging boys who may be reluctant learners. Gifted and Talented pupils can model more difficult language, be introduced to more complex grammar and take on more demanding reading and writing. We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

Assessment

We assess the children's progress informally during the lessons, with reference to the Framework objectives and evaluating progress against the four National Curriculum Attainment Targets of: • AT1: Listening and responding; • AT2: Speaking; • AT3: Reading and responding; • AT4: Writing. The subject leader has recently developed I can statements for each year group for teachers to ensure that all children cover necessary content.

Role of the Subject Leader

The MFL subject leader is responsible for:

- Long, medium and short term planning as well as teaching the focus language throughout the school and making sure that the class teachers have sufficient resources and knowledge to follow up the skills during the week.
- Devising and implementing a system of assessment and monitoring by which progress in each of the skill areas may be shown.
- Monitoring and evaluating termly planning throughout the school to ensure continuity and progression in the subject and to provide feedback to staff.
- Ensuring that the subject is well resourced.