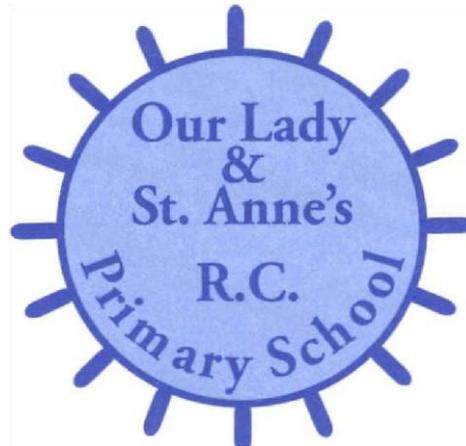


# Foreign Languages Policy 2017-18



## Our Light Shines Always

We want the best teaching, the best opportunities and the best support and encouragement for every child. We are a friendly, happy, Catholic school, where everyone is valued for their individuality and special gifts.

### Named personnel with designated responsibility for: Modern Foreign Languages

Academic year	Designated Lead	Chair of Governors	Review Dates
2017-18	Stephanie Elliott	Christine Baker	January 2018

## **Safeguarding Statement**

At Our Lady & St. Anne's RC Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady & St Anne's RC Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Aims and Objectives**

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. The MFL provision in Our Lady and St Anne's Primary School is designed to reflect this, and takes into consideration the Primary MFL entitlement as set out in the National Curriculum 2014.

The key elements of MFL learning at Our Lady are:

- Our language learning is inclusive and enjoyable for all.
- The main language we study is French.
- Children are exposed to key language at Key Stage 1, which will aid their learning in Key Stage 2.
- French is taught as a coherent programme from Year 3 to Year 6.
- Language skills are progressive and built upon throughout Key Stage 2.
- The curriculum also encompasses learning about French life and culture.

### **Children will learn 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 bilingual 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.

## **Teaching and Learning in EYFS/Key Stage 1**

Children will be introduced to simple French target language in EYFS and Key Stage 1. This will be delivered in short sessions by the class teacher, or by a language specialist. The target language delivered in these year groups will form the foundation for language development throughout Key Stage 2. Delivery of sessions in EYFS and Key Stage 1 will be short, fun and engaging. Children will be introduced to a wide variety of language including colours, simple conversational language and numbers.

## **Teaching and Learning in Key Stage 2**

French is taught in a whole-class setting, by the class teacher or language specialist. Teachers follow a scheme of work worked in partnership with St. Cuthbert's High School and a collection of Primary schools across Newcastle. Each class has a timetabled lesson of at least thirty minutes per week. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. Progression throughout school is ensured, with children building on their skills yearly. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening in the first instance. Once these skills are embedded, children are challenged with written work. These examples of written work become a portfolio of their learning and continue on with the children throughout school. Due to the work with St Cuthbert's High School in writing our scheme of work expectations are high and ensures that children have skills which can be used in secondary school.

## **Breadth of coverage**

We aim to give children a broad, varied curriculum in French lessons, ensuring that skills are built on and progression is clear throughout the years.

### **Year 3:**

- Classroom objects
- Numbers to 20
- Where do you live?
- Weather
- Intercultural understanding of the geography of France

### **Year 4:**

- Family
- Animals and pets
- Numbers to 60
- Birthdays
- Intercultural understanding of the wider geography of France and its surrounding countries

### **Year 5:**

- Geography of the world, including countries and cities
- Language of the school day
- Expressing opinions

- Food and drink
- Intercultural understanding of the specific geography of France, including its rivers and mountains

#### **Year 6:**

- Sports
- The body
- Clothes
- Describing our town/where we live
- Intercultural understanding of tourism in French, using appropriate texts

#### **Languages embedded into school life**

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

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. Also in 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.

#### **French and Inclusion**

At our school, we teach French to all children, whatever their ability and individual needs. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with Special Educational Needs, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps to achieve this.

We enable pupils to have access to the full range of activities involved in learning French. Where children are to participate in activities outside the classroom, for example activities hosted by another school, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

#### **Assessment for Learning**

Assessment for learning is ongoing in French lessons, mainly through observation of pupils, questioning and recording of practical music-making activities. The children are assessed against the 'I Can' statements for their year group. Assessment is based on oral and written skills. The Languages Subject Leader monitors attainment and progress and stores this information in a subject leader file. This is used to demonstrate the expected level of achievement in music for each age group in the school.

## **Resources**

We have a scheme of work designed to enable children have the skills to become competent and confident linguists. There are resources to support the learning of all children, regardless of ability. We have bilingual books, which encourage children to read stories in the target language. Additionally, we encourage the use of CDs to include song and rhyme in lessons. An audit is carried out annually and new stock is ordered, when required. Resources are stored centrally, ensuring access to all, and staff are consulted to find out which specific items and equipment they need. Links with the local secondary school's MFL department are strong.

## **Monitoring and Review**

The Languages Subject Leader, together with the Senior Leadership Team, monitor the quality of learning and teaching in music across the school. The work of the Subject Leader also involves supporting colleagues in the teaching of French, providing a strategic lead and direction for French in the school. An annual report for the governing body will be produced.

## **Home School Links**

Curriculum information is shared each term with parents and carers on the school website. This ensures there is a clear understanding of what teaching and learning is taking place in French lessons.