



Involvement, Enjoyment, Achievement

WHITFIELD ST. JAMES' C.E.(C) PRIMARY SCHOOL

Modern Foreign Languages Policy

2015

INTRODUCTION

- This document is a statement of the aims, principals and strategies for teaching and learning of MFL
- It was developed during the Summer of 2014 through a process of consultation with teaching staff and governors.
- It was approved by the governing body in September 2014
- This policy was reviewed in Summer 2015 in accordance with the schedule for the review of this, and all other, policy documents as set out in the school's Improvement plan.

GENERAL

- At St James CE (C) Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils.
- It helps children 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.

ENTITLEMENT & THE 2104 NATIONAL CURRICULUM

- In KSF and KS1 children will experience some foreign languages so that they appreciate the world around them
- In accordance with the new National Curriculum 2014, all KS2 children will receive one hour direct teaching per week of MEFL
- Our focus for teaching and learning will be in French, which the children will study in depth for two years in Y5 and Y6. In Y3 and Y4 children will study German, as a contrasting language supporting English and Spanish or Italian, as similar roman languages to French.
- In consultation with our KS3 specialist colleagues, we feel that this gives our children a grounding in languages which they may then decide to pursue within KS3, but not too much content, so that learning remains fresh in secondary school.

Aims and objectives of MEFL

The aims of Primary Languages teaching are to

- foster an interest in 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 oracy and literacy, and in particular develop speaking and listening skills
- help children develop their awareness of cultural similarities and differences
- lay the foundations for future language study by pupils
- provide an added perspective on first language teaching and learning
- give an extra dimension to teaching and learning across the curriculum

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 the audience.

Reading and writing

The children will learn to

- remember and write vocabulary directly taught and reinforced through word games and similar activities
- 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

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Teaching and learning Primary Languages

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher.

Inclusion

Primary Languages teaching at St James CE (C) 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 broad guidelines set out in the Key Stage 2 Framework for Languages. The school uses the “Early Star” schemes for all languages, which are supplemented by teacher and commercial resources where appropriate

Monitoring progress and assessing attainment

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. Language work is marked in accordance with the school policy for marking, and assessment grades are recorded on grids kept in the languages folders. Children receive two summary judgements for their work, and a comment is included in the annual report to parents

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. We make full use of ICT links via e-mail, video-conferencing, and approved sites on the Internet, to find out about life in other countries. As a school we have links with primary schools in Tanzania, India and France, and the children enjoy exchanging information, pictures and work with their counterparts there. Our International events, in which most children take part, aim to invite local community members to participate where appropriate.

In Y6 children are invited to stay in France for a week. A sample itinerary is attached below. The aims of the visit are to experience culture, food, life and history in France, and use the language skills they have acquired.

France Visit Itinerary 2014

Accommodation: Le Manoir Ebblingham, St.Omer, France

Every day: Evening activities: Initiatives in the chateau grounds, crepe making, disco

Day 1: WW2 DAY Visit Eperleques WW2 bunker

Day 2: FOOD DAY (includes making and tasting at all centres)

- Morning visits to Bakery and Snail Farm
- Afternoon visits Coffee factory, windmill
- Evening Crepe making

Day 3: MARKET & WW1

- Morning at Arras Market,
- Afternoon: Arras tunnels, belfry and tour, Arras WW1 cemetery
- French Disco

Day 4: FRENCH LIFE DAY full day visit to Boulogne : Old town, fish market, beach, new town

Day 5 WW2. Visit to WW2 museum at Ambleteuse (E4)