

Eversley Primary School

Modern Foreign Languages (MFL) Policy

“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). Part Two, page 4.

“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.”

Languages programme of study: key stage 2, National Curriculum in England 2014 (DfE)

Introduction

At Eversley 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 communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Foreign language learning is currently an entitlement and in its statutory status will be confirmed by the government with the review of the statutory at Key Stage 2 in the 2014 National Curriculum. Eversley School recognises the value of this initiative and provides age-appropriate Primary Languages learning opportunities for all children in Years 3 to 6. The focus language taught in our school is French.

Aims and objectives of Primary Languages education at Eversley School

The aims of Primary Languages teaching at Eversley School are to

- foster an interest in language learning by introducing children to another language 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.

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 for the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and 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 e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

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 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.
 - 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

Inclusion

Primary Languages teaching at Eversley School 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. Children who are gifted and talented in languages are suitably challenged.

Teaching and Learning Primary Languages at Eversley Primary School

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

1. Languages lessons

Although Primary Languages cut across the curriculum, children in Years 3 to 6 are taught specific skills, concepts and vocabulary in a weekly dedicated lesson. Classes are taught by a specialist French teacher in Years 5 and 6 and by the Class Teacher in Years 3 and 4 (supported by the MFL subject co-ordinator).

2. Languages embedded in other lessons

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 in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3. 'Incidental' language

Languages are part of the day to day life of the school. For example, where possible, teachers use the foreign language to give simple classroom instructions, to ask questions 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.

4. Language Clubs

Lunchtime language clubs, taught by class teachers, are available free of charge.

In addition, the school hosts privately run after school language clubs in Greek/French. A termly fee is payable.

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.

Planning and Resources

MFL is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). 2014 National Curriculum for Languages at Key Stage 2. The school's Scheme of Work, linked to the borough's guidance (which is updated regularly) 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 computer software are available for use throughout the school.

Staff Development

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school, network

workshops and local authority training. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built into our termly 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 through book scrutinies by the MFL subject co-ordinator. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are given levels based on the Languages Ladder descriptions.

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. We make full use of ICT links to find out about life in other countries using approved sites on the Internet. We have links with schools in France and exchange penpal letters. The children enjoy exchanging information, pictures and work with their counterparts there, and learning first-hand about their lives. Children in Year 5 have the opportunity to participate in a residential trip to France.

Eversley are part of a successful Comenius project funded by The British Council running from 2012-2014. We have partner schools in Turkey, Italy, Romania, Slovenia, Greece, Spain and The Netherlands. This gives children the opportunity to travel as part of the project to visit schools in these countries and gain cultural understanding.

Each Year Eversley School celebrates the European Day of Languages with local schools. We also organise a French Day with a local primary.

May 2016

Date for review May 2019