



Barrowby Church of England Primary School

Modern Foreign Language Policy

1. The Key Stage 2 Framework for Languages

- 1.1 The Framework is based on the vision set out in 'Languages for All: Languages for Life' and there are clear links with the Literacy Strategy and aspects of 'Excellence and Enjoyment.' Although the Framework is designed for Key Stage 2, it will impact on both Key Stage 1 and Key Stage 3. This is in-line with current curriculum guidance which states that the teaching of a Modern Foreign Language is compulsory in Key Stage 2 from September 2016. The Framework supports children's literacy, and also contributes to the planning of other subjects, providing a genuine cross-curricular strand to the curriculum.

2. The contribution of Primary Languages to the primary school curriculum

- The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils.
 - Pupils develop communication and literacy skills that lay the foundation for future language learning.
 - Pupils develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between another language and English.
 - Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and the culture of others. This is of particular relevance in this County due to the developing cultural make-up of Lincolnshire at the present time.
 - The learning of another language provides a medium for cross-curricular links, and for the reinforcement of knowledge, skills and understanding developed in other subjects.
- 2.1 This policy:
- has been written in line with current national thinking that the classroom teacher is the best person to deliver the primary languages curriculum. The teaching element must therefore be relevant and achievable.
 - can be used to identify the teaching and learning which has taken place in primary schools so that secondary schools have a genuine baseline upon which they can plan the Key Stage 3 languages curriculum.

3. Aims and objectives of learning a language in the primary school are to:

- Foster an interest in learning other languages
- Introduce young children to another language in a way that is enjoyable and fun
- Improve children's literacy skills
- Develop confidence with speaking and listening skills
- Raise children's awareness of their own culture and the similarities and differences of other cultures, particularly with reference to children from other cultures who have moved into Lincolnshire
- Stimulate and encourage children's curiosity about language

- Encourage children to be aware that language has structure and that the structure differs from one language to another
- Lay the foundations for future study of languages
- Extend language teaching beyond mother tongue learning

3.1 Children are encouraged to:

- Ask and answer questions
- Use correct pronunciation and grammar
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Work in pairs and groups and communicate in another language
- Decode text
- Look at life in other cultures
- Raise awareness of issues surrounding citizenship and racism

4. Organisation

In our primary schools, French is taught:

- To all children in Key Stage 2 for what equates to 18 hours taught over 6 1 hour sessions in 3 blocks. This time block can be used most effectively when it is split up into shorter, more manageable blocks of time spread throughout the week.
- Using an integrated approach. This allows teachers to develop learning on a little-and-often basis, and to integrate the subject across the rest of the curriculum.
- By the class teacher or a member of teaching staff providing PPA cover.
- The scheme devised by 'Language Angels' is used across Key Stage 2 to ensure provision of the key areas: speaking, listening, reading and writing. This is also supported by supplementary materials from a resource bank built up over time.

5. The Curriculum

- The Key Stage 2 Framework for Languages is the cornerstone for policy and practice, and provides a structure, which includes skills progression from Year 3 to Year 6.
- In order to deliver an effective French curriculum each teacher adapts lessons from their topic from 'Language Angels' for the needs of their class.
- A year's work consists of 3 units, each unit contains a six week teaching programme.
- 'Language Angels' provides the teacher with a wealth of IWB resources to help with teaching and learning.
- A variety of suitable educational websites will also be used to support teaching.

6. Teaching and Learning Styles

Teachers use a variety of techniques to encourage children to have an active engagement with primary languages in the same way as they would for any other area of the curriculum. By using a blend of approaches and a range of stimulating materials to enable children to develop a positive attitude to language learning.

This includes:

- Games, role-play, action songs, and the use of puppets and soft toys.
- Using physical gestures to support the presentation of new vocabulary, as this serves to demonstrate language without the need for translation. This kinaesthetic approach helps children to internalise the language more effectively.
- Inviting native speakers into the classroom to provide a model of the spoken language as well as to involve the children in learning about the culture of a different country.
- A multi-sensory approach i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory.
- Making lessons as enjoyable as possible so that the children develop a positive attitude to learning another language.
- Building up children's confidence through praise for any contribution they make, however tentative.

7. Assessment

- Primary teachers may assess the children's progress informally during lessons within our Assessment for learning culture with consideration to listening, speaking, reading and writing.
- Each unit ends with an assessment review, covering the key elements of MFL – Speaking, reading, listening and writing. These can be adapted to the needs of the classroom to be accessible.

8. Equal Opportunities Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: October 2023

Next review: October 2026