



Foreign Language Policy

To be reviewed – every 3 years

Approved by Governors: January 2023

Intent

'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.' (National Curriculum 2014 – Appendix A)

Learning a language enriches the curriculum helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others.

At Shakespeare Primary School, we feel that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We believe that the early acquisition of French will facilitate the learning of other foreign languages later in life. We aim to prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

Implementation

A variety of the following techniques to encourage children to have an active engagement with French are employed:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- ICT programs and websites; the use of ICT to develop communication skills.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

Modern Foreign Languages Long Term Plan

Principles of teaching and learning

The main focus of FL teaching at Shakespeare Primary School is French. All pupils begin learning French in Year 3. In KS2 children will receive a minimum of 30 minutes French teaching per week (this may equate to one hour every two weeks). Pupils in KS1 and the Foundation Stage are occasionally involved in introductory activities and informal teaching of French through songs, rhymes and saying simple greetings.

Learning outcomes will be in line with the programmes of study. Work is enhanced by a range of strategies and resources to assist learning.

Planning broadly follows the Long Term Plan that has been designed by the FL Coordinator which is largely topic based.

Work programmes within the Foreign Languages' classroom will therefore reflect the need for the learner to be engaged in activities which:-

- range appropriately across all four language skills
- have relevant purposes which are clear to the learner
- promote personal involvement, responsibility and decision making on the part of the learner
- use stimulus materials which relate directly to the culture connected to the target language

- have the potential to stimulate and involve the learner's imagination, emotion, intellect and creativity.

Language learning at Shakespeare School is also done informally and incidentally by class teachers through using the language for real purposes e.g. taking the register, classroom commands, giving routine instructions, celebrating achievements, singing, dance, PE, storytelling and birthdays. Staff meetings are arranged to support teachers with the teaching and implementation of FL learning.

The study of FL can benefit and support National Curriculum subjects, providing opportunities for the children to make connections, and reinforce understanding and learning.

Cross curricular links are made to other subjects where appropriate.

Pupils will learn how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic language and grammar
- write using French
- communicate using French in pairs, groups and using ICT with native speakers of the target language
- explore life in another culture.

Inclusion strategy

All pupils in Key Stage 2 with a special educational need should have the opportunity to experience study of a Foreign Language. We aim for pupils with a SEN to be integrated within the provision offered to others, but with appropriate access to the types of support most able to be effective: for example, specially modified materials and deployment of extra staffing if available.

Monitoring and Assessment

The subject lead for MFL will monitor the teaching of FL by looking at long term and medium-term planning. Meetings with teachers, observation of books will keep the subject lead informed of progress. Plans will be adapted throughout the term to suit the children's needs and learning to enable them to make the progress required. The subject lead will regularly speak to children about their learning in French.

Assessment is ongoing and carried out by the teacher. Children will also be given the opportunity to self-assess in lessons this could be done, for example through questioning and the use of 'Exit slips'. End of term assessment will be completed on the Sonar tracker.

Resources

The school is well-resourced with a range of fiction/non-fiction books stored centrally. French fiction and non-fiction books are also included in the school library. There are a class set of age-specific dictionaries; Take 10 Book and CD Pack, Mon Ane DVD, J'aime Chante, and numerous other song/dance CDs. The FL coordinator has made topic packs for areas of learning and teachers also have access to 'Boite a Francais' topic boxes. All these resources are available to every member of staff for use in their classroom. The school also has site licences for Early Start French 1, 2 & 3 and several other computer based resources. Many resources are collected on the L-Drive and are collated into topic folders.

Links to National Curriculum Subjects

- English - development of speaking and listening skills, the origin of words, intonation and pronunciation, grammar and sentence construction, different text types, poetry, storytelling and drama. identification of patterns and parts of speech. building and reinforcing dictionary skills.
Comprehension of rules and patterns, grammar investigation and explanation.
- Mathematics – Counting and numbers, money and currency, time, the date, real life problems, data collection and analysis.
- Science – Environmental factors in different countries, parts of the body.
- Geography – comparison of home and FL country, similarities and differences (locations, climate, topological features, culture)
- History – specific periods of history relating to FL countries, historical relationship between FL country and UK. e.g. Y6 Victorians – making explicit links to France during the Victorian era – biographies of scientists/inventors/artists at that time, such as Louis Pasteur, Auguste Renoir, Marie Curie
- Music – rhyme and rhythm in songs, phrases and words. Comparison of music (singers, composers, musicians) from different countries e.g. Y6 music studies.
- PSHE and Citizenship – knowledge of other countries, cultures and traditions, sensitivity to difference, consideration of ‘otherness’, the multilingual society.
- RE – Religious customs and traditions in other cultures, celebration of festivals, storytelling and calendars.

Impact

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will be able to communicate using simple phrases with each other in French.
- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will learn how language skills can be applied to a range of languages.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

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