



**Individually Strong, Collectively Stronger**

**MFL Policy**



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### PRIMARY LANGUAGES POLICY (FRENCH)

*“Learning a 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 thoughts and ideas 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.*

*The 2014 PRIMARY National Curriculum in England (p193.)*

At Allen Edwards Primary School, we believe that the learning of an additional language provides a valuable educational, social and cultural experience for 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 an additional perspective on the world, encouraging them to understand their own cultures and those of others.

### AIMS AND OBJECTIVES OF FRENCH PRIMARY LANGUAGE EDUCATION

- The aims of French Primary Language teaching at Allen Edwards Primary 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.

### SPEAKING AND LISTENING

Over their time at Allen Edwards Primary School 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 the 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.



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### READING AND WRITING

Over their time at Allen Edwards Primary School 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

Over their time at Allen Edwards Primary School the children will learn to:

- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- Develop further understanding of the language and people who speak it and respect cultural diversity.
- Learn to value the range of languages spoken in our community and compare to French vocabulary and usage.

### TEACHING AND LEARNING PRIMARY LANGUAGES

At Allen Edwards Primary School, we aim to use and apply discrete language learning and the languages of our community into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We use a problem solving approach wherever possible, giving children a chance to experiment and have fun. ICT is used to support language learning.

### THERE ARE THREE MAIN CONTEXTS IN WHICH LANGUAGE TEACHING AND LEARNING TAKE PLACE.

#### 1 LANGUAGE LESSONS

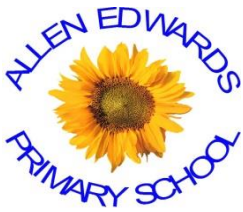
Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the specialist teacher. The content of these sessions should be reinforced by the class teacher during the week.

#### 2 LANGUAGES EMBEDDED INTO OTHER LESSONS

Where appropriate, teachers may give children opportunities to practise French or other languages 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, teachers may use French to give simple classroom instructions, greetings or to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language



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skills together, teachers acting as role models in the learning process. 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.

### **INTERCULTURAL UNDERSTANDING**

Primary Language learning provides a basis for teaching and learning about other cultures, and this may be incorporated into many areas of the curriculum including Personal, Social and Emotional education and Citizenship, Geography, Religious Education, Design and Technology, Music, Art and Dance. Efforts will be made to develop cross-curricular teaching and learning materials which highlight the culture of French-speaking countries.

### **INCLUSION**

Primary Language teaching at Allen Edwards Primary School aims to be fully inclusive. No child is normally excluded because of a learning difficulty, or because they have English as an additional language. Language learning research indicates that some children can derive particular benefit from taking part in Primary Language 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 Language learning is planned following the broad guidelines set out in the DCSF Framework for Languages for KS2 and a DCSF approved Scheme of work for KS1. This ensures that there is continuity and progression in both skills and content across all classes. Where possible class teachers to contribute to the planning by the specialist teacher.

### **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. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are given on levels based on the Languages Ladder descriptions.

Reviewed: October 2017

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Signed by Headteacher: Louise Robertson