



LONG SUTTON COUNTY PRIMARY SCHOOL MODERN FOREIGN LANGUAGES POLICY

Introduction

This policy outlines the teaching, organisation and management of Modern Foreign Languages taught and learnt at Long Sutton Community Primary School.

At Long Sutton Community 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 their ability to communicate, 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.

All Key Stage 2 pupils are entitled to foreign language learning in school time. Our school recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French.

Our Aims

Language teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Curriculum Entitlement

In line with Framework guidelines, all pupils learn languages for approximately 60 minutes per week. This time allocation is made up of a combination of dedicated language lessons, lasting 30 to 40 minutes, teaching language through other subject areas and using language for real purposes in daily classroom routines.

In Key Stage 2, pupils should be taught to:

- 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

Special Educational Needs

Primary languages teaching at Long Sutton Community Primary 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.

Resources

A variety of resources are available in school. These include children's books, teachers' resources, online resource links, la Jolie Ronde schemes of work for Upper and Lower Key Stage 2 and French-English dictionaries.

Assessment and Recording

Opportunities to monitor the children's progress in primary languages are built into medium and long term planning. 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. Written work will be marked in accordance with the school's Marking and Feedback Policy

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

Review – May 2019

Sarah Emery
Modern Foreign Language Subject Leader