



# MODERN FOREIGN LANGUAGE POLICY

## **School Mission Statement**

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

## **Aims**

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: March 2016

| Date reviewed | Changes made | Signed |
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# Garstang Community Primary School

## Modern Foreign Language (MFL) Policy March 2016

To be reviewed: March 2018

At Garstang Community primary School, we believe that pupils should have access to a high-quality languages education which aims to foster pupils' curiosity and deepen their understanding of the world. We want our pupils to develop a strong awareness of the culture of the countries where the language is spoken and foster a passion for languages and a commitment to the subject.

Teaching should provide opportunities for pupils to express their thoughts and understanding in another language, either in speech or in the written form. We aim to provide pupils with the confidence to speak with good intonation and pronunciation when responding to others. This will allow, in time, pupils to have the ability to use language creatively and spontaneously.

Opportunities should be planned for pupils to communicate for practical purposes, experience great literature in the original language and should overall, provide a firm foundation for learning other languages in the future.

## Modern Foreign Language Policy

### Introduction

*“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 speakers, both in speech and 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 language, equipping pupils to study and work in other countries”. (Languages programmes of study: key stage 2, DfE, 2013)*

At Garstang 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 to develop the pupils’ ability to communicate, including key skills of speaking and listening, and extends their knowledge of how language works. 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. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All Key Stage 2 pupils are entitled to foreign language learning in school time. Garstang Community Primary School recognises the value of this and provides age-appropriate primary language learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French. Although we have extended the opportunity to children in Maple class, which is optional. The language learning offered here is elementary Spanish.

### Aims and objectives of language education at Garstang Community Primary School

The aims of primary language teaching are to

- foster an interest in language learning by introducing children to other languages 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;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, improving the accuracy of their pronunciation and intonation;

- 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;
- write at varying length, for different purposes and audiences, using the variety of grammatical structures learnt;
- discover and develop an appreciation of a range of writing in the language studied.

### The Characteristics of a Garstang Linguist

- Is a successful, motivated language learner
- Develops their linguistic skills, makes progress and achieves
- Has a positive attitude to language learning and has the confidence to learn languages in the future
- Develops and awareness and appreciation of cultural and linguistic diversity
- Listens attentively to spoken language, demonstrating understanding by joining in and responding
- Engages in conversations, asks and answers questions, expresses their opinion and responds to those of others
- Speaks in sentences, using familiar vocabulary, phrases and basic language structures, developing accurate pronunciation and intonation so that others understand when they are reading aloud
- Reads carefully, demonstrating understanding of words, phrases and simple writing, having an appreciation of stories, songs, poems and rhymes in the language

### Speaking and listening

Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

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 to 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 eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

### Intercultural understanding

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. Children need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people. 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 symbols, products and objects can represent the culture of a country, and 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.

We endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used regularly to enhance teaching and learning.

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

### 1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher or HLTA (the content of these sessions is reinforced by the class teacher during the week).

### 2 Languages embedded into 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; 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 use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') 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. Also in school assemblies.

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.

## The Foundation Stage and KS1

Children will learn about language and language learning skills through celebrating festivals around the world, thus being given a social and global context for their language learning.

## MFL and Inclusion

In all KS2 classes, children have a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a

highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At Garstang Community Primary School we will teach MFL to all children in KS2, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

### Planning and resources

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's Scheme of Work (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 interactive computer software are available for use throughout the school.

### Staff development

Staff development and training needs will be identified in curriculum meetings with the head teacher, staff observations, questionnaires and the outcome of pupil assessment, determining individual and corporate needs within the subject development plan. Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through in-school and local authority training. The subject leader for Primary Languages identifies school needs and circulates professional development opportunities. **Are we going to buy into Primary languages - this could be added here?**

### Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built into our 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

### 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, and we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT links to find out about life in other countries.

This policy was approved by the Governing Body on: \_\_\_\_\_

This policy will be monitored and reviewed on: \_\_\_\_\_

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated in to the school's action planning.

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