



Primary Modern Foreign Languages Policy

School: STOCKTON WOOD PRIMARY SCHOOL

Subject Lead: C. McLaughlin

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Introduction

Learning a foreign language is part of the Primary National Curriculum and is a statutory requirement for all children within Key Stage 2. At Stockton Wood Primary School, we have recently moved from teaching French to Spanish.

Rationale

At Stockton Wood we greatly value the importance of early language learning. We believe that in today's international and multicultural society, it is essential that young people develop skills and attitudes which enable them to communicate with, understand and respect other cultures.

Learning a language enriches the curriculum. 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. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a marked contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of methodology about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, language learning:

- stimulates children's creativity
- leads to gains across the curriculum
- supports oracy and literacy
- supports and celebrates the international dimension
- Liberates children from insularity and fosters pupil's curiosity and deepens their understanding of the world.

Aims

At Stockton Wood, our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education. We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning another language:

- Speaking
- Listening
- Reading
- Writing
- Grammar



We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Inclusion

All pupils are equally valued including more able pupils and those who need additional support for a range of educational needs.

To ensure that all pupils recognise and fulfil their potential, the following strategies for differentiation are used daily:

- use of visual aids / gesture
- choral and individual repetition
- physical responses to questions
- closed questions
- multiple choice questions
- open questions
- tasks with small, clearly identified steps
- practical activities
- higher achievers encouraged to lead specific language tasks
- use of peers, classroom assistant or class teacher to support some learners

Learning a language in the primary phase should be a positive experience for all pupils.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2. 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 authentic writing in the language studied.



By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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

What does MFL look like at Stockton Wood?

MFL is taught in a whole-class setting by the class teacher or PPA Teacher.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

Each KS2 class has a timetabled lesson of at least thirty minutes per week. MFL can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

MFL lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps



- Differentiated desk-based consolidation activities
- Workbooks for each teaching unit contain a range of reading and writing tasks. In addition, there is an End of Unit Assessment for each unit within the booklet.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). Children are provided with access to the Language Angels Games Platform to use at home.

Assessment

Formative Assessment is completed through the End of Unit assessment and an optional use of 'I can' assessments grids.

Widening Opportunities

Through assemblies and celebration days, children have the opportunity to learn about, appreciate and enjoy other languages and cultures.

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