

Holy Trinity Rosehill VA CE Primary School



Modern Foreign Languages Policy

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Holy Trinity Rosehill VA CE Primary School believes that the 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 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 National Languages Strategy

The National Languages Strategy for England sets out the Government's commitment to increasing the nation's languages capability, and a vision of languages as "a lifelong skill - to be used in business and for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instil a broader cultural understanding".

The cornerstone of that strategy is the introduction by 2010 of an entitlement to language learning for every pupil in Key Stage 2.

"Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme."

Knowledge about language

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language. They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language. Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them investigate how languages work and illustrates how users adapt language in formal and informal contexts.

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 learned.
- Discover and develop an appreciation of a range of writing in the language studied.

Language learning strategies

An important aim of language learning in KS2 is to familiarise children with strategies which they can apply to the learning of any language. The Framework sets out examples of Learning Strategies and ways of teaching them. Over the four years of KS2 children should have regular opportunities to identify and apply a range of Language Learning Strategies. By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects.

The children are taught how to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- make use of bi-lingual dictionaries;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures.

Teaching and learning styles

A variety of techniques are used to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs. Puppets and soft toys may be utilised to demonstrate and present the foreign language. Flashcards or other pictorial representations, even mime, are used to present new vocabulary, as this serves to demonstrate the foreign language without the need for translation. Websites and CD's provide an additional model of the spoken language and contact with native speakers is encouraged wherever possible to involve the children in learning about culture. Class routines, praise, activities and games are managed in the target foreign language. Listening, responding and speaking skills are introduced in KS1 and then reading and writing skills introduced in KS2. A multi-sensory and kinaesthetic approach to teaching is used to address varied learning styles, i.e. there is a physical element to the many of the games, rhymes and songs as this serves to reinforce memory.

Most importantly, we strive to make lessons as enjoyable and 'fun' as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Therefore we endeavour to develop children's confidence through praise for the contributions they make and work they complete.

Assessment

Children's progress is assessed informally and continuously during the lessons by the teacher, evaluating progress against the KS2 MFL Framework. We consider it important that progression is measured and ensured through skill levels, not by endlessly growing lists of vocabulary.

KS2 MFL Framework Learning Objectives

- Oracy - listening and speaking
- Literacy - reading and writing
- Knowledge about Language - building on their knowledge of English/'mother tongue'
- Intercultural Understanding and Contact
- Language Learning Strategies

Pupils' self-assessment

In addition, the children write their WALT at the top of their work, this helps the children to identify and understand what they are learning. At the end of the lesson, the children colour a red, green or orange face to highlight how they feel the lesson went and whether they feel they have achieved the learning outcomes based on the WALT. This system of formative assessment is designed to help both teacher and pupil keep track of any language that may need revisiting. Children are given clear objective setting by their teachers and targets, in order to encourage responsibility and ownership of their learning.

(Junior Languages Portfolio - find out more possibility of using for self-assessment)

Resources

- Education City
- Linguascope
- Primary Languages website
- CD/DVD/Video
- Books/ Storybooks/ Textbooks/courses
- 'La Jolly Ronde' scheme of work

Wider Opportunities

Whenever possible the class teachers look for opportunities to enhance their International curriculum, e.g. make pizzas in Italian and celebrating European Day of Languages.

Health and Safety Issues related to MFL

The school is committed to pay due regard to the health and safety issues of pupils in MFL. Care must be taken to ensure the teaching of safe use of ICT and audio equipment. Appropriate risk assessments are also carried out prior to any educational visits.

Equal Opportunities

The way the lessons and scheme of work are planned takes in to account the differences in interests between boys and girls. We avoid gender stereotyping when organizing into groups and assigning activities. We take in to account the differences of religious and cultural beliefs by highlighted the different religious festivals in the target language countries. Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes towards cultural diversity.

Special Educational Needs

A child with SEN is actively encouraged to participate fully in MFL lessons with the necessary support.

Role of the Subject Leader

The Subject Leader is responsible for long, medium and short term planning. The SL will revise the Schemes of Work in the light of evaluations. SL also supports the class teachers with the target language and MFL methodology. SL will also lead ideas for celebrating Language Days and Cultural Weeks.

Role of the Governing Body

A report about the progress of PMFL is submitted in the Head teacher reports throughout the school year.

Parents and the Wider Community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn every week and help to understand the differences in culture.

The school actively encourages visits from local speakers of another target language.