

Kincraig Primary School and Nursery



Modern Foreign Languages Policy



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Introduction

At Kinraig Primary School and Nursery we believe that the learning of a foreign language contributes to providing valuable educational, social and cultural experiences for our pupils. It helps them to develop communication skills including developing the key skills of speaking and listening and extending knowledge of how language works. Learning another language can also give children a new perspective on the world, promote global citizenship and encourage them to further understand their own culture and those of others.

Kinraig Primary School and Nursery recognises the values described above and provides age-appropriate Primary Language learning opportunities for all children throughout Key Stage 2. Teaching French as our key language, we follow the 'La Jolie Ronde' scheme written by Rachel Redfearn.

Aims and objectives:

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;
- 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 and understanding etymology more thoroughly;
- help children develop their awareness of cultural similarities and differences; and to provide a vehicle for multi-cultural understanding.
- lay the foundations for future language study by pupils;
- promote global citizenship and enterprise skills;

Speaking and listening:

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 practice language pronunciation 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 to be able to give a talk on a familiar subject confidently and with regard for 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 e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding:

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of culture become incorporated in the daily life of others;
- recognise and mistrust stereotypes and understand and respect cultural diversity.

Teaching and learning Primary Languages:

Languages lessons:

Specific Primary Language lessons are taught in isolation each week with Key Stage Two children being taught specific skills, concepts and vocabulary. These lessons follow the La Joile Ronde scheme of work and the content of these sessions are then reinforced by the class teacher at other times to keep learning 'live' and to ensure that it can be recalled and applied at a later date.

Languages embedded into other lesson

Where appropriate, teachers give children opportunities to practise their foreign language in lessons in other subject areas. For instance, some instructions may be given in another language at the start of a session or as part of the register; children may count in another language when carrying out a Maths activity. This acts to reinforce the vocabulary and structures they have learnt.

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 ('Which colour dinner today?'; 'What's today's date?') and to take the register, lead assembly and give permission for children to leave the room. 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.

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. Each year at Kincaig Primary School we hold a French Café, where parents are welcomed into school to participate in a scenario where children are able to practise and develop their language skills and build upon their conversational language.

Inclusion

Primary Languages is fully inclusive. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is scaffolded as appropriate to the needs of individual children to support them to achieve, or exceed, the aims of the lesson. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Outcomes from lessons vary depending on the learning taking place. They can be written, are recorded as diagrams with accurate labelling or a film of a spoken activity enabling all children to practice reading, writing and oracy in the language they are learning.

Planning and resources

Primary Languages is planned following the guidelines outlined in The National Curriculum 2014. The school sets a scheme of work based around 'La Jolie Ronde'. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software which are available for use throughout the school. Linguascope provides extra opportunities for languages to be learnt, both in school and at home.

Staff development

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network meetings and local authority training. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities. The specialist language teacher works with the MFL lead to offer extra supporting documents and videos for teachers to enhance their own skills and works alongside all class teachers at different points over a two year cycle to develop teacher expertise.

Monitoring progress and assessing attainment

Assessment for learning takes place in each lesson to ensure that teachers are assessing pupil knowledge and building from this. Teachers record summative assessment of skills and knowledge learnt so that this can be tracked and passed on to the next teacher. This is recorded on the ITRACK assessment tool.

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 from time to time we welcome French speaking practitioners from the local high schools to work with our children and develop their language skills.

Policy last updated 01/09/21

The Modern Foreign Languages Policy at Kinraig Primary School and Nursery will be reviewed and modified on a regular basis at least every two years or when legislation makes this necessary. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for policy – Miss Lucy Cross

Policy adopted by the Governing Body –

Signed: _____

Date	Proposed Amendment	Signed

