

Howden-le-Wear Primary School



Ancient and Modern Foreign Languages Policy

Policy and Practice

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6th February 2018



Howden Le Wear Primary School



Ancient and Modern Foreign Languages Policy

Philosophy

Howden-le-Wear Primary School believes that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- to foster an interest in learning other languages
- to introduce young children to another language in a way that is enjoyable and fun
- to stimulate and encourage children's curiosity about language
- to encourage children to be aware that language has structure, and that the structure differs from one language to another
- to help the children develop their awareness of cultural differences in other countries
- to develop their speaking and listening skills
- to lay the foundations for future study
- to extend our language teaching beyond mother tongue learning
- to raise staff awareness of and competence in the MFL

Organisation

Class teachers deliver MFL to children in Y3 to Y6 in short 30 minute lessons each working week. Children in EYFS and Key Stage 1 are introduced to MFL through listening and speaking activities. Greetings, registers, classroom routines and praise words are also used by other staff members.

The Curriculum

We follow the National Curriculum 2014 for MFL and adhere to the principles as set out in the Framework for Languages 2005. We have content and skills

based objectives.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups, and communicate in MFL.
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Teaching and learning style

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and action songs. We use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We emphasise listening, responding and speaking skills in the Foundation Stage and KS1 and then continue these in KS2 with the addition of simple reading and writing skills.

We use a multi-sensory and kinesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

Planning and Assessment

The class teacher plans and delivers the lessons following guidance from the Durham PMFL team using the National Curriculum 2014 and the Durham resources.

We assess the children's progress informally during the lessons. Progress is evaluated with reference to the 5 strands in the Framework:

- Oracy
- Literacy
- Intercultural Understanding

- Language Learning Strategies
- Knowledge About Language
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The pupils have the opportunity for self assessment using the Junior Languages Portfolio written by the Specialist teacher in line with the Schemes of Work. This is based on a series of “can do” statements, based on the content and skills based objectives.

Wider Opportunities

Whenever possible the class teachers look for opportunities to enhance their International curriculum.

Resources

We use a wide variety of resources – many of which are already used in school in other parts of the curriculum, e.g. multi link and dice. We use songs and stories from different publications. The Interactive Whiteboard and flashcards all are used for many aspects of teaching MFL.

Health and Safety

Audio visual equipment should be checked for safety.
A risk assessment is carried out prior to 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 Primary MFL is submitted annually to the governors.

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 practice 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.

Monitoring and review

The Subject Leader reports to the governors on progress in teaching and learning.

Signed: _____ Governor from Curriculum/Standards Committee

Date: _____

To be reviewed: February 2019