



# FAIRLANDS PRIMARY SCHOOL

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## POLICY STATEMENT

## MODERN LANGUAGES

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<b>TO BE REVIEWED BY</b>	<b>September 2022</b>

# **FAIRLANDS PRIMARY SCHOOL**

## **MODERN LANGUAGES POLICY**

### **INTRODUCTION**

In our school, we teach a foreign language to all children in Key Stage 2 as part of the normal school curriculum. The current focus language is French.

We believe that many children really enjoy learning to speak another language. We believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired as children tend to be less self-conscious about speaking aloud at this stage of their development. The early acquisition of a foreign language facilitates the learning of other foreign languages later in life and indeed has a positive impact on literacy skills in English. The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. The increased capability in the use of languages promotes initiative and independent learning and encourages diversity in society.

### **AIMS AND OBJECTIVES**

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

- to foster an interest in learning other languages
- to develop transferable literacy skills and understanding in all languages, including English
- to introduce young children to another language in a way that is enjoyable and fun
- to make young children aware that language has structure, and that the structure differs from one language to another
- to help children develop their awareness of cultural differences in other countries
- to develop their speaking and listening skills
- to lay the foundations for future study

### **ORGANISATION**

Class teachers are responsible for planning and delivering modern languages in our school. Class teachers encourage spontaneous use of French from both children and adults.

Across Key Stage 2, 40 minutes of curriculum time is allocated to French. This consists of a weekly lesson of 30 minutes discrete teaching and at least 10 minutes delivered by identifying relevant cross-curricular opportunities.

### **THE CURRICULUM**

French is the modern language that we teach in our school.

The curriculum that we follow is based on the guidance given in the National Curriculum. We teach the children to know and understand how to:

- listen to and respond to spoken language;
- explore patterns and sounds of languages;
- ask and answer questions, express opinions and respond to others;
- develop accurate pronunciation and intonation;
- interpret meaning;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary using a dictionary;
- write phrases from memory and learn how to adapt these;
- understand basic grammar;
- describe people, places, things and actions orally and in writing;
- develop knowledge and understanding of the culture of the countries where French is spoken.

### **TEACHING AND LEARNING STYLE**

The teaching of French is planned for using the progression in skills document based on the Primary French Project materials, which deliver the objectives within the 2014 national curriculum.

We use a variety of techniques to encourage the children to have an active engagement in the modern language; these include games, role-play and songs (particularly action songs). We invite native speakers into the classroom, to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative. We strive to use French spontaneously for general classroom communication and encourage children to respond in French also.

Where possible, we find opportunities to liaise with the local secondary schools to enhance our provision in modern languages. This also means that they are aware of the modern language experience of our children when they move to the next phase of their education.

### **ASSESSMENT**

Teachers in year group teams record the percentages of children achieving below, at and above age-related expectations and detail names of more able pupils, and barriers to learning for children achieving below age related expectations. This information is monitored by the subject leader and is used to target support, resources and interventions.

### **RESOURCES**

Individual classes have the resources that are relevant to the units of work that they are covering.

The subject leader will review the school's needs throughout the school year.

### **MONITORING AND REVIEW**

The monitoring of the standards of children's work and of the quality of teaching in modern languages is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in modern languages, and providing a strategic lead and direction for modern languages in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially-allocated, regular management time to review evidence of the children's work and undertake lesson observations of teaching across the school.

### **REVIEW**

The local governing body will review this policy in line with its annual cycle of review.