

# St Mary's CE School

## Modern Foreign Languages POLICY

### 2023 – 2026

**APPROVED BY :**

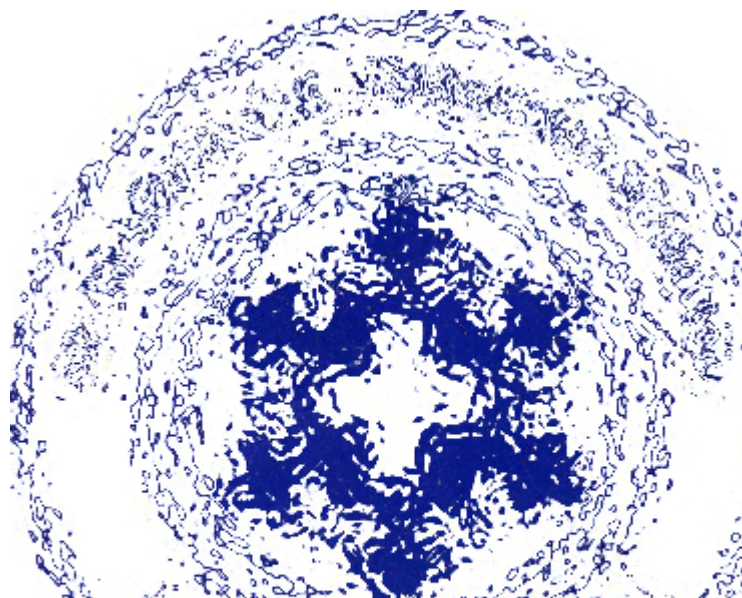
**Name:**

**Position:**

**Signed:**

**Date:**

**Review St. Mary's C/E Primary School**



## **Modern Foreign Languages Policy**

At St. Mary's School we believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop the key skills of speaking and listening and extends their knowledge of how language works. It provides enjoyment and challenge for children helping to create enthusiastic learners and develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All Key Stage 2 pupils are entitled to foreign language learning in school time. St. Mary's School recognises the value of this initiative and provides age-appropriate language learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French.

### **Aims and objectives of Primary Languages education at St. Mary's Primary School**

The aims of Primary Languages 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 pupils;
- 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;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning; add an extra dimension to teaching and learning across the curriculum.

### **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 and stories which enable them to practise the sounds of the language in an enjoyable manner;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;

### **Reading and Writing**

The children will learn to:

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- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- write sentences and short texts independently and from memory.
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;

### **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 everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

### **Teaching and Learning Primary Languages**

At St Mary's School we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged and there is an emphasis on having fun with the new language.

Language teaching and learning takes place during language lessons. Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a dedicated weekly lesson with the class teacher.

### **Intercultural Understanding**

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

### **Planning and resources**

Our school uses the Language Angels scheme as a basis for our planning. This offers: full curriculum guidance and planning including bespoke long, medium and short term plans; auto tracking of learning and progression linked to the attainment targets set out in the DfE languages program of study; detailed lesson plans and teacher support notes; interactive lesson materials including full pronunciation support for non-specialist teachers; Published resources including fiction and non-fiction texts, posters, CDs, DVDs, board and card games and interactive computer software are available for use throughout the school.

### **Staff Development**

Language Angels also offers CPD sessions for both subject leaders and classroom teachers. These are offered as online webinars and can be accessed by all teachers. The subject leader will also keep staff up to date with resources and opportunities for courses, offer support for class teachers in delivering lessons and in using the materials of the Scheme of Work.

### **Monitoring Progress and Assessing Attainment**

There is automatic progression built into every lesson, in every unit and across the three teaching types. There is a tracking and progression tool provided with the scheme which allows teachers to evidence progression and allow the opportunity to measure this progression. This tool shows which units have been completed, which PoS attainment targets have been met and also at which level of challenge. Each unit offers an assessment point in lesson 6 where a short assessment can be completed. This generates a score which, once entered in the Tracking and Progression Tool, can provide data with raw scores, percentages and/or statements. Further assessment is formative and is based on observation of children working on different oral activities and (where appropriate) written product.

### **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 we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT links via approved sites on the Internet, to find out about life in other countries.

Policy adapted and adopted by St. Mary's C/E school staff **Laura Gates**

Ratified by Governing Body .....

Date to be reviewed

Signed:.....

**Head Teacher**

Signed:.....

**Chair of Governors**

Date:.....