



William Law CE Primary School

Modern Foreign Languages Policy

‘Learning another language is not only learning different words for the same things, but learning another way to think about things.’

Flora Lewis

‘One language sets you in a corridor for life. Two languages open every door along the way.’

Frank Smith

Policy shared with staff on Intranet [by email/staff briefing]

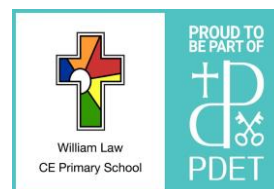
Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 7th December 2023

Signature:

Policy to be reviewed on: December 2026

This policy is written in line with the Christian values and ethos of our school



1. Rationale for teaching languages

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At William Law School we strongly believe in the benefits of learning another language.

- Learning a language enriches the curriculum, helping to create enthusiastic, independent learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience.
- Language lies at the heart of ideas about individual identity and community. Learning another language therefore greatly increases a child's sense of cultural awareness and appreciation. By learning about similarities and difference with others; children can be given a new perspective on their own culture and language as well as developing empathy for others.
- Language learning stimulates children's creativity and imagination. Taking an active part in language lessons through singing, reciting rhymes and poems, creating mimes and role plays, responding to stories and playing games enables children to experiment creatively with language.
- With its emphasis on communication, language learning supports the development of oracy and literacy skills. Children take part in role plays, conversations and asking and answering questions in response to a variety of visual and aural stimuli. This 'education of the ear' underpins children's capabilities in oracy which is critical to effective communication as well as a key foundation for literacy.
- The earlier a child is exposed to a foreign language, the faster the language in question is acquired. Furthermore, it is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

2. Aims

The aims of teaching a Modern Foreign Language at William Law School are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make 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 pupils' speaking and listening skills;
- to enable learners to explore and apply strategies to improve their learning;
- to lay the foundations for future study.

3. Organisation

In line with government policy, all children in Key Stage 2 are taught regular foreign language lessons. Each lesson is fortnightly and is 90 minutes in length, focussing on learning French. In their final half term, year 6 learn introductory Spanish through a series of taster lessons in order to support the transition to secondary school language learning. To ensure progression and transition across year groups, lessons are currently delivered by the MFL co-ordinator. In addition, class teachers are given some suggested follow up activities to use outside the timetabled language lessons.

4. Curriculum

The curriculum that we follow is based on guidance from the Key Stage 2 framework for languages. In year 3, we adopt an immersive approach to learning French based on the *Dinocrocs* methodology. Children learn to retell highly structured French stories with progressive vocabulary using speech and actions. This is supplemented by word, phonic and sentence level work to enable children to acquire and apply specific vocabulary and phonic sounds in reading and writing as well as activities to develop intercultural understanding.

In Years 4 - 6 lessons are based on the learning objectives from the *Rigolo* scheme of work and incorporate carefully chosen resources and activities from a variety of sources including Lightbulb Languages, the Association for Language Learning and the BBC. This is to ensure that children build on their skills across the four disciplines and further their understanding of French culture and language

Over the course of the key stage pupils are taught to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise sounds and words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language for a variety of purposes;
- explore life in other cultures and deepen knowledge of the world around them;
- develop language learning strategies

William Law has its own skills progression document for languages. This provides clear steps in learning across the four disciplines (speaking, listening, reading and writing) which are used in turn for short term lesson plans and success criteria in planning.

5. Resources

The MFL specialist has a hard copy of each resource from the *Rigolo* and *Dinocrocs* schemes. The accompanying resources are accessible in school on William Law's media store. Books, dictionaries and board games in the target language are stored in the Group Room.

6. Teaching and learning style

We base the teaching on the guidance material in the Key Stage 2 framework for languages. We have adapted this to the context of our school and the abilities of our learners.

We use a variety of techniques to encourage learners to have an active engagement in the modern foreign language and to ensure they develop a balance of skills across reading, writing, speaking, listening and intercultural understanding. In Year 3, this involves taking multi-sensory, kinaesthetic approach. In Years 4 to 6 lessons are also active and engaging. These include games, role-play, stories and songs (particularly action songs). We often use puppets, props and gestures to demonstrate the language, when possible we also expose children to a range of voices in the target language. As pupils progress in their learning, so will their ability to understand and communicate more complex language structures and ideas in speaking, listening, reading and writing.

We believe that making lessons entertaining and enjoyable serves to develop a positive attitude in the children to the learning of Modern Foreign Languages. We encourage children to use their learning powers to build resilience and problem solving when using the language in different contexts and we build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

7. Equal opportunities

At William Law every KS2 pupil regardless of race, gender, religion, ability or background will have the opportunity to learn French in Years 3 - 5 and German in Year 6. Language learning forms part of the school statement of purpose and aims to provide an enriching, challenging enjoyable curriculum fully suited to all children's needs.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all learners by matching the challenge of the task to the ability of the child. We strive hard to meet the needs of those pupils with Special Educational Needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

8. Assessing, Recording and Reporting

We assess the children regularly in order to ensure that they all make good progress in learning a language. This is done informally during the lessons through mini quizzes, spoken and written tasks, games and listening activities with a specific focus on the learning objective and success criteria for that lesson. Pupils are also given the opportunity to reflect on their own learning as well as that of their peers through self and peer assessment.

Assessment is in four key areas:

- listening
- speaking
- reading
- writing

The assessment focus is taken from William Law's Modern Foreign Languages skills progression document.

All KS2 pupils have an individual language book in which to record their work which they are encouraged to refer back to in order to build on their past learning. A portfolio showing examples of children's speaking and listening work is stored on the school system. Examples of pupils' reading, writing and intercultural work are stored in the MFL co-ordinator's file.

9. Monitoring and review

The curriculum leader is responsible for the subject development, planning and teaching of languages at William Law. Regular observations and monitoring of teaching takes place by peers through triad observations and by the SLT. The curriculum leader evaluates teaching and learning and plans accordingly. Information about pupils' development is fed back to the class teachers through annual written report comments.

10. Preparation of current Policy - Review Date

This policy will be updated by the Modern Foreign Languages Co-ordinator and will be reviewed every 3 years.