

Woodmancote School

Policy for Primary Foreign Languages

Designated Member of Staff: Fiona Hubbard

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic 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. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others." The Key Stage 2 Framework for Languages (DfES 2005),

At Woodmancote School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

All of our pupils in Years 3-6 receive age- appropriate teaching in the French language and culture, in line with the `Languages programmes of study KS2`. This is provided either by the school MFL co-ordinator or from their own class teacher, using plans provided by the MFL co-ordinator. All class teachers were given an update of the new programme of study requirements at KS2 in March 2016 and an update of useful MFL resources available. Both KS1 and KS2 are also informally introduced to a wide variety of different languages and cultures during our yearly Woodmancote Week of World Languages, which involves parents, carers and teachers from the local comprehensive school, for which our school is one of the feeder schools.

Aims and objectives of Primary Languages education at Woodmancote School

The aims of Primary Languages teaching at Woodmancote School are to:

- foster an interest in and enthusiasm for language learning by introducing children to another language 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 in a variety of contexts,
- support oracy and literacy, encouraging children to ask and answer questions, develop awareness of the link between letters and sounds, recognise patterns in language and write from a scaffold and from memory.
- help pupils to develop language learning strategies and lay the foundations for future language study;
- help children to develop their awareness of cultural similarities and differences;
- provide an extra dimension to teaching and learning across the curriculum.

Speaking and listening

The children learn to:

- listen carefully, recognise and use 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 practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, asking and answering questions, describing people, places or things, reacting to and giving instructions and questions in addition to expressing opinions and feelings;
- memorise and recite short texts, and take part confidently in role-play, sketches and short plays for a range of audiences.

Reading and writing

The children learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games, looking for patterns 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 from memory some familiar words, structures and simple phrases in context e.g classroom items, display labels, weather chart, date, preferences.
- adapt known phrases to create new sentences

They will be working towards writing sentences and short texts independently and from memory as the initiative progresses.

Intercultural understanding

The children 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 and mistrust stereotypes, and understand and respect cultural diversity;

Teaching and learning primary languages at Woodmancote School

Teaching and learning styles

Teachers use a variety of techniques to encourage children to have an active engagement with primary languages. A mixture of approaches and a range of stimulating materials enable children to develop a positive attitude to language learning in a relaxed atmosphere. These include:

- Interactive games, role-play, action rhymes and songs and the use of puppets, soft toys, large pictures, dice, Learnpads and real objects.
- Using physical gestures to support the presentation of new vocabulary, as this serves to demonstrate language without the need for translation.
- Using a kinaesthetic, multi-sensory approach to help children to internalise the language more easily.
- Activities where the language is used in an enjoyable way for a real purpose.
- Building up confidence through praise for any contribution made, however tentative.

Languages lessons

Children are currently taught specific skills, concepts and vocabulary in either a 60-minute lesson every other week with the MFL co-ordinator (Year 5 and 6) or a 30-minute weekly lesson with their own class teacher (Year 3 and 4)

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this can be incorporated into many areas of the curriculum including SMSC, geography, dance and drama. It is our aim to include an awareness of the global dimension in these areas where possible.

Inclusion

Primary Languages teaching at Woodmancote School is inclusive. Children are not excluded because of learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. An interactive element is particularly successful in engaging reluctant learners. Gifted and talented pupils can model more difficult language, be introduced to more complex grammar and take on more demanding reading and writing using KS3 objectives.

Planning and resources

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 languages programmes of study for MFL. In addition, resources are used from: Early Start, Primary French is Fun 1, 2 and 3, Francais, Francais and Studio Active (linked to KS3 scheme at Cleeve School). These published materials are supplemented with resources devised by teachers and with websites such as Tout-le- Monde and BBC Primary Languages.

Staff development

In March 2016, all teaching staff attended MFL training run by the MFL co-ordinator, as part of the Stepping Up programme, in partnership with the University of Gloucestershire and the DfE. This included how to ensure progression, planning, assessment and resources available.

Transition

As part of our partnership with Cleeve School, where most of our pupils attend from Y7, Woodmancote is able to liaise with secondary specialists for purposes of planning, progression and transition to KS3. The MFL co-ordinator attends termly cluster support group meeting held at Cleeve School to work with secondary linguists and other primary teachers in the local area. We are also developing links with Winchcombe School, with the MFL co-ordinator attending meetings with other local primary teachers and the Head of MFL to improve transition for the minority of our pupils who may attend there from Y7.

Monitoring progress and assessing attainment

Assessment is both formative and summative, used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral and listening activities and (where appropriate) written pieces. In Y6, all pupils are assessed in reading, writing and listening.

Enrichment

Children take part in the yearly Woodmancote Week of World Languages. This involves parents and carers who are able to speak an additional language sharing basic oral phrases, written word and cultural facts over the week in short sessions. The children also think about languages and where they are spoken in the world.

In Year 6, pupils are in written contact with French pupils at our partner school L`Ecole Les Plaines in Annecy. They send and receive letters and emails from a class of Y5 pupils and discuss cultural similarities and differences.

Date: November 2016

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