

Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL
RUSKINGTON

MODERN FOREIGN LANGUAGES POLICY

Part 1: Introduction

This policy has been written in line with current national thinking that all children need to be taught a modern foreign language (MFL). This teaching takes place in the classes with individual class teachers and also, alongside a 30 minute boost to each key stage 2 class every week. It can be used to identify the teaching and learning which has taken place in this primary school so that secondary schools have a genuine baseline upon which they can plan the Key Stage 3 languages curriculum.

The contribution of Primary Languages to the primary school curriculum:-

- 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.
- Pupils develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between another language and English.
- Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and the culture of others. This is of particular relevance in this County due to the developing cultural make-up of Lincolnshire at the present time.
- The learning of another language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

Part 2: Aims and Objectives

The aims and objectives of learning a language in the primary school are to:-

- Foster an interest in learning other languages.
- Introduce young children to another language in a way that is enjoyable and fun.
- Improve children's literacy skills.
- Develop confidence with speaking and listening skills.
- Raise children's awareness of their own culture and the similarities and differences of other cultures, particularly with reference to children from other cultures who have moved into Lincolnshire.
- Stimulate and encourage children's curiosity about language.
- Encourage children to be aware that language has structure and that the structure differs from one language to another.
- Lay the foundations for future study of languages.
- Extend language teaching beyond mother tongue learning.

Children are encouraged 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 another language.
- Decode text.
- Look at life in other cultures.
- Raise awareness of issues surrounding citizenship and racism.

2.1 Organisation

In Winchelsea Primary School, languages are taught:-

- To all children in Key Stage 2 for 1 hour per week – This time block can be used most effectively when it is split up into shorter, more manageable blocks of time spread throughout the week. Each class receives a 30 minute session every week during a carousel. Then class teachers can deliver the remaining time as they wish in shorter parcels.
- Using an integrated approach – This allows teachers to develop learning on a little-and-often basis and to integrate the subject across the rest of the curriculum.
- Key Stage 1 reception and nursery children are introduced to a variety of modern foreign languages by their class teachers.
- Key Stage 2 children learn German. KS2 are also making worldwide links with other schools around the world; France, Germany etc.

2.2 The Curriculum

The Key Stage 2 Framework for Languages is the cornerstone for policy and practice and provides a structure, which includes skills progression from Year 3 to Year 6. The German curriculum is currently delivered using <http://bcclanguages.co.uk> which focuses on differentiated learning objectives for all classes throughout KS2.

2.3 Teaching and Learning Styles

Teachers use a variety of techniques to encourage children to have an active engagement with primary languages in the same way as they would for any other area of the curriculum by using a blend of approaches and a range of stimulating materials to enable children to develop a positive attitude to language learning.

This includes:-

- Games, role-play, action songs and the use of puppets and soft toys.
- Using physical gestures to support the presentation of new vocabulary, as this serves to demonstrate language without the need for translation. This kinaesthetic approach helps children to internalise the language more effectively.
- Email communication is used to involve the children in learning about the culture of a different country.
- Film clips and aural stories provide a model of the spoken language

- A multi-sensory approach i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory.
- Making lessons as enjoyable as possible so that the children develop a positive attitude to learning another language.
- Building up children's confidence through praise for any contribution they make, however tentative.

2.4 Assessment

Teachers will assess the children's progress informally during lessons using the European Languages Portfolio. This is a skills driven resource which may be used in conjunction with existing schemes of work. The portfolio, which is pupil friendly, can be completed by the pupil and is based on a list of statements. This relates to the Languages Ladder and considers cultural awareness, listening, speaking, reading and writing.

(See Appendix 1 for further details.)

Part 3: Linking to the Wider World

Winchelsea has been awarded the re-accreditation of the International Schools Award and will continue the global links which are already established.

Signed: _____ Dated: _____
Chair of Governors

APPENDIX 1

Assessment

The informal assessment scheme is written to sit alongside the Common European Framework titled 'Making and Marking Progress on the DCSF Language Ladder', which allows teachers to assess their pupils in five different skill areas – cultural awareness, listening, speaking, reading and writing. Assessment is formative and allows children to progress at different speeds in the various skill areas. For more information visit.

<http://bcclanguages.co.uk/wp-content/uploads/2013/11/Learner-characteristics-yrs-3-and-4.pdf>

<http://bcclanguages.co.uk/wp-content/uploads/2013/11/Learner-characteristics-yrs-5-and-6.pdf>

The European Languages Portfolio

The European Languages Portfolio is a skills driven resource which may be used in conjunction with existing schemes of work. It can be downloaded from the Nacell website along with a teacher's guide and adapted to suit individual school circumstances.