



Modern Foreign Languages Policy

**Wadsworth Fields
Primary School**

September 2020

1. Introduction

Background:

Wadsworth Fields Primary School is a primary school for children aged from 3 to 11 years. The school opened in September 2008 as a result of the amalgamation of Frederick Harrison Infant school and Stevenson Junior School. The school serves an urban residential area of both council and private housing. There is a wide social mix and varied family backgrounds. Pupils are predominantly of white British origin and we also have a number of children from different ethnic, cultural and religious groups.

Policy Formulation

In our school we teach a foreign language to all children in Years 3 – 6 as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Roles and Responsibilities:

The curriculum co-ordinator for Modern Foreign Languages is Mrs Marinelli-Buxton.

2. Aims and Objectives

The aims and objectives of learning a modern foreign language in primary 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 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 speak with increased confidence, fluency and spontaneity
- to be able to communicate what they want to say, through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation
- to be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- to lay the foundations for future study.

3. Organisation

We teach a foreign language to children in Year 3 - 6 for at least 1 hour a week. A specialist languages teacher supports with the delivery of the subject and teaches some classes.

As a whole school we raise the profile of French by having a French display in each KS2 classroom and providing opportunities for incidental learning e.g. answering the register in French.

4. The Curriculum

French is the modern foreign language that we teach in our school but where possible we use a creative approach to expose children to a range of languages.

We base the teaching on the Monkseaton scheme of work developed by Monkseaton High School in North Tyneside. The units are as follows:

- Je parle français – I speak French
- Je me presente – I present myself
- En famille – My family
- Les Animaux - animals
- Mon anniversaire - birthday
- Le Monde - World
- Moi et mon école – Me and my school
- Qu'est-ce que tu veux – What do you want?
- Les sports - Sports
- J'habite – Where I live
- Un pays francophone – French speaking country

We aim to use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. Good practice will include:

- games, role-play and songs (particularly action songs)
- puppets and soft toys to demonstrate
- mime to accompany new vocabulary,
- multi-sensory and kinaesthetic approach to teaching to aid memory
- inviting native speakers into the classroom, where possible, in order to expose the children to more than one voice in the foreign language
- ICT links to native speakers

We aim to emphasise the listening and speaking skills over the reading and writing skills. 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 foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

5. Assessment

We assess the children in order to ensure that they make good progress in this subject. This is done informally during the lessons in order to evaluate what the children have learned. Assessment is in four key areas:

- listening and responding;
- speaking;
- reading and responding;
- writing.

The children will be encouraged to assess their own learning through their individual French passport which follows them through school.

6. Monitoring and Review

We monitor teaching and learning in the same way as we do all the other curriculum areas that we teach in the school. The head teacher also reports to the governing body on the progress of children in French in the same way as in

any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

The co-ordinator liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

7. Equal Opportunities

At Wadsworth Fields we recognise that young people live in a diverse range of cultures, religions and family types. We are committed to working towards equal opportunities in all aspects of school life and will ensure that teaching, learning and resources support this commitment in order to meet the needs of all children.

8. Special Educational Needs

At Wadsworth Fields we are strongly committed to supporting all children with a Special Education Need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom.

9. Dissemination of the policy

All staff members and the governing body will receive a copy of this policy. It will be available to any parent who wishes to view or receive the policy.

This policy will be reviewed in September 2021

Laura Marinelli-Buxton

September 2020