

# MOTTRAM ST ANDREW PRIMARY ACADEMY

## LANGUAGES POLICY

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The school teaches French as a modern foreign language as agreed with the other Fallibroome Learning Community Schools.

### **Aims**

We aim to:

Provide a valuable educational, social and cultural experience by introducing children to French in a way that is enjoyable and accessible.

Stimulate and encourage children's curiosity about French.

Develop communication skills including key skills of speaking and listening.

Prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English.

Develop awareness of cultural similarities and differences.

Promote initiative and independent learning.

Equip children with sufficient knowledge and understanding to ease transition between primary and secondary.

### **Implementation**

Children are taught in regular dedicated sessions in KS2 where they learn specific skills, concepts and vocabulary. Where appropriate, French can be embedded into classroom routines and practice in order to provide context for the language teaching.

French is also taught through songs, games and stories. The earlier a child is exposed to French and the more enjoyment they gain from it, the faster it is acquired. It is widely believed that early learning of a language facilitates the learning of other foreign languages later in life.

Children in KS1 have the opportunity to learn French through songs, stories and games in an after-school enrichment club.

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### **Speaking and listening**

The children 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, 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, reacting to instructions and questions and expressing opinions and feelings.

### **Reading and writing**

The children learn to:-

Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games 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 familiar words and simple phrases in context e.g. classroom items, display labels, date etc.

Understand basic grammar appropriate including masculine and feminine determiners.

Write sentences independently and from memory.

### **Intercultural understanding**

The children learn to:-

Describe the life of children in France.

Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.

Have a wider understanding of other cultures in general through geography, RE, music, art and dance.

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### **Role of the Subject Leader**

The subject leader advises the headteacher and staff on the development of modern foreign languages including writing and implementing the school's policy and learning scheme.

They:-

Highlight areas for the development of French within Action Plans and the School Development Plan.

Co-ordinate the purchase and maintenance of resources.  
Review the INSET needs of all the staff and provides suitable training opportunities.

Disseminate relevant information to all members of staff.

Keep up to date with developments and new technologies including ICT.

Develop the Learning Scheme ensuring a whole school approach to the planning, recording and assessment of French.

Ensure this policy is successfully implemented throughout the school.

Review and update the policy periodically.

Monitor, evaluate and review teaching and learning in French.

### **Special Needs**

Support for children requiring extra help is given by the class teacher within the class situation. Advice may be sought from the Subject Leader or the SENCO as necessary.

### **Gifted and Talented**

It is recognised that children may have a particular gift in French. Each class teacher will provide such children with the opportunities to develop their skills. They are encouraged to investigate and research in greater depth and to share their expertise with others.

### **Assessment and Reporting**

French is assessed through a process of continual teacher assessment. (See assessment policy for more details.) A written statement on the child's progress in French is included in the end of year report to parents.

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### **Professional development and responsibilities**

Each class teacher is responsible for planning each term's work and overseeing the pupil's progress within the framework of this policy and the learning scheme. The planning and structure of the French curriculum is based on Fallibroome's recommendations for KS2 in order to ease transition to KS3. Teachers are provided with opportunities for staff development and training in connection with this subject area.

### **Inclusion**

French is fully inclusive. No child is excluded by reason of a learning difficulty or because they have English as an additional language. Activities are planned in such a way as to encourage the full and active participation of all pupils.

### **Monitoring, Evaluating and Reporting**

This policy is reviewed annually by the subject leader. Its implementation is monitored and evaluated by the subject leader and reports are given to staff and governors.

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