



## Primary Modern Foreign Languages (PMFL) Policy

*“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), Part Two page 4.*

### **Rationale**

At Garlinge Primary School and Nursery we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. The aim of teaching and learning a foreign language is to introduce children to another language. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Learning a foreign language equips pupils with skills and knowledge to study and work in other countries in their adult lives. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how language works.

Foreign language is a compulsory part of the National Curriculum in Key Stage 2 and helps to prepare children for foreign language learning at Key Stage 3. The focus language taught in our school is French.

### **Aims**

The aims of Primary Languages teaching at Garlinge Primary School and Nursery are to:

- foster an interest in language learning by introducing children to other languages 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;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children to develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

### **Speaking and Listening**

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- listen, understand and respond with increasing competence, accuracy and confidence in a range of situations;

- develop accurate pronunciation and intonation so that others understand when they reading aloud or using familiar words and phrases.
- 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;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

### **Reading and Writing**

The children will learn to:

- read carefully and show understanding of words, phrases and simple writing
- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- appreciate stories, songs, poems and rhymes, reading and understanding them with increasing confidence
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through the use of a dictionary.
- understand basic grammar structures appropriate to the language being studied

### **Intercultural Understanding**

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal, social and emotional education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

The children will 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 how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

### **Teaching and Learning Primary Languages**

At Garlinge Primary School and Nursery we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language.

ICT is used where appropriate to enhance teaching and learning.

Links have been made with the United Nations Convention on the Rights of the Child – the following articles apply to the foreign language teaching at Garlinge Primary School and Nursery; Articles 2, 7, 8, 13, 28, 29,30 and 31.

There are 3 main contexts in which language teaching and learning take place:

**1. Languages lessons**

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson taught by their class teacher or a PPA teacher.

**2. Languages embedded into other lessons**

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned in their dedicated lesson.

**3. ‘Incidental’ language**

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions (‘come in quietly’; ‘listen’; ‘look’), to ask questions (‘who wants school dinner?’; ‘what’s today’s date?’) and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, with the children acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

## **Inclusion**

Primary Languages teaching at Garlinge Primary School & Nursery is fully inclusive. No child is excluded by reason of a 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.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

## **Planning and Resources**

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). The school follows a scheme of work called Salut! that ensures that there is continuity and progression in both skills and content across all year groups. Teachers collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school.

### **Staff Development**

Teachers and other staff are able to develop their own language and language teaching skills, through supported individual study, in-school meetings and local authority training. There are also opportunities to meet native speakers in school and in their own countries through the school's International links. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities. The scheme of work has been shared with all teachers and is stored in the resource drive.

### **Monitoring Progress and Assessing Attainment**

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and where appropriate the children's written work. The assessment format is taken from Salut!

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and from time to time we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT links via e-mail and approved sites on the Internet, to find out about life in other countries.

Policy adopted by Governing Body on \_\_\_\_\_

To be reviewed on \_\_\_\_\_

Signed by Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_