



RAMRIDGE PRIMARY SCHOOL

Modern Foreign Language Policy

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The significance of Modern Foreign Languages

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop - skills that they will be able access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

We believe that learning a modern foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, peoples and communities. Learning a foreign language helps pupils to extend their communication skills and enhances self-esteem.

Subject Aims

The overall aim for Modern Foreign Languages is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach MFL and use MFL effectively in their teaching of other subjects. However, this aim can be further broken down.

Aims and objectives of Primary Languages education at Ramridge Primary School

The aims of Primary Languages teaching in our school 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;
- lay the foundations for future language study by pupils (in preparation for transfer to Key Stage 3);
- develop positive attitudes to speakers of foreign languages and an unprejudiced approach and understanding of other cultures and civilisations
- develop awareness of structures in language and that these can be similar or different to English.

Contexts in which language teaching and learning will take place

1. Language lessons

Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson in their class groups.

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 in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3. 'Incidental' language

There will be other opportunities to use the foreign language being learned when giving simple classroom instructions, e.g. come in quietly; listen; look; what day is it? and taking the register. Children will be encouraged to respond using the language they have learned. 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.

Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own level and 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;
 - 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

- 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 eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

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.

Inclusion

Primary languages teaching at Ramridge Primary School 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 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. 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) and using the scheme of work developed by Wakefield Council. Class teachers will collaborate with the MFL Co-ordinator to share ideas, activities and resources. A bank of resources is available including DVDs, posters, worksheets, songs and rhymes, to accompany the lessons in the scheme of work. A primary languages section has been added to the school library.

Staff development

The MFL Co-ordinator keeps abreast of current developments and opportunities available via workshops and local and national courses.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. These informal assessments will be used to identify gifted linguists and those requiring extra support.