



# West End Primary School

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### Modern Foreign Languages Policy

West End Primary School- A family school at the heart of the community.

#### Rationale

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

#### Purpose

At West End Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

The focus language taught in our school is French in Key Stage Two.

#### Aims and objectives

The aims of Primary Languages teaching at West End Primary 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;
- Help children 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.
- Understand and respond to spoken and written language from a variety of authentic sources;
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking



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questions, and continually improving the accuracy of their pronunciation and intonation;

- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- Discover and develop an appreciation of a range of writing in the language studied.

## Teaching and learning Primary Languages at West End Primary School

At West End Primary School we integrate language learning into everyday school life alongside our weekly lessons, with teachers, teaching assistants and children using and experimenting with their knowledge of 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. We use resources and planning from Primary Languages Network to help us deliver our exciting languages curriculum.

Every lesson within each unit begins with four questions:

- A question from last year.
- A question from last term.
- A question from this term.
- A question from last week.

## Intercultural understanding

Primary Languages provide a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social 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.

## Inclusion

Primary Languages teaching at West End 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.



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## Special Educational Needs

The generic and interactive teaching and learning styles used to deliver Modern Foreign Languages ensure all children have equal access. The ability to communicate in another language gives a sense of achievement and raises self esteem.

## Planning and resources

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2013). The school's Scheme of Work (which is updated regularly) found on West End Curriculum document ensures that there is continuity and progression in both skills and content across all classes. Teachers collaborate over planning, sharing ideas for activities, resources and special events. We also have bought into Primary Languages Network, and we use the planning and resources on there, alongside our own, to deliver the curriculum. There is a range of resources such as puppets, numbered bean bags, talking tins etc. kept within the RE cupboard. Each Key Stage 2 class is also equipped with French dictionaries.

## The role of the subject leader

- Monitoring of books to ensure the curriculum is being covered.
- Monitoring of books to ensure the progression of skills are covered relevant to each year group.
- To ensure teachers are supported in the teaching and learning of the subject.
- To ensure resources are replenished to enhance the effective teaching and learning of the curriculum.
- To ensure the Subject Action Plan is regularly reviewed.

## Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built into our termly 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) written product.

Signed: Katy Irwin- MFL Subject Leader

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