

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Modern Foreign Language Policy

Rationale

At Green Lane Primary School children are taught French in Key Stage 2. Classes are taught in mixed ability groups, using a communicative approach. 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.

Aims and objectives

We aim to develop pupils' abilities primarily in the areas of speaking and listening. This is then extended to reading and writing as pupils' competences grow.

At Green Lane we teach modern foreign languages in order to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable and fun;
- make young children aware that language has structure, and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study.

Teaching and Learning Style.

We base the teaching on the guidance material in the Rigolo scheme of work for French. We have adapted this to the context of our school and the abilities of our children.

French is taught by class teachers. A variety of techniques are used to encourage the children to have an active engagement in French: these include games, role-play and songs (particularly action songs). We frequently use mime to accompany new vocabulary in the foreign language, and puppets and soft toys to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. 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.

Curriculum planning including links with other subjects.

French is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the Rigolo Scheme of Work. We teach the children to know and understand how to:

- engage in conversations and ask and answer questions;
- explore the patterns and sounds of language through songs and rhymes
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- describe people, places, things and actions orally and in writing
- use correct pronunciation and intonation;

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- memorise words;
- understand basic grammar;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

Where appropriate, teachers give children opportunities to practice 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.

Inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a modern foreign language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment, Recording and Reporting

At the start of the lesson the teacher shares the learning objective with the children and during lessons formative assessment strategies such as the use of questioning, white boards etc. are used. These assessments are then used to inform subsequent planning. Children are also encouraged to consider their progress in each lesson by using self assessment strategies.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other courses 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.