

Harby CE Primary School Modern Foreign Languages Policy

EQUAL OPPORTUNITIES

INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

STATEMENT OF INTENT

We teach our children Modern Foreign Languages, which in our school is focussed mainly on French, to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of Modern Foreign Language-speaking countries and the foundational knowledge to support confident communication in another language.

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)

Our Modern Foreign Language curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between the language we are studying, any heritage languages our children have, and English

The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions

- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where French is spoken
- know the key geographical features of France including continent, surrounding seas and oceans, main mountains and rivers, capital city
- know the name and some detail about at least one festival or tradition from France
- know at least one typical food from France

IMPLEMENTATION

Curriculum provision

Our KS2 children have regular French lessons of approximately 30 minutes.

Further opportunities to recycle key vocabulary (e.g. numbers) and develop children's confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.

A detailed scheme of work with audio-enabled resources for every lesson is provided in order to minimise unnecessary teacher workload. Teachers may, if they wish, adapt the resources to support active engagement and meet different learning styles for different cohorts of children.

IMPACT

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Periodically they complete achievement tests in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught. Their progress and attainment is categorised in the following way, using our school assessment system:

- [E] Meeting expectations
A child has learnt and retained the majority of phonics, vocabulary and grammar knowledge taught this term
- [A] Above expectations
A child has learnt and retained all of the phonics, vocabulary and grammar knowledge expected this term, and has shown additional capacity for extending his/her knowledge.
- [B] Below expectations
A child has learnt and retained less phonics, vocabulary and grammar knowledge than expected this term

Role of the Subject Leader

The subject leader will:

- ensure staff are fully aware of statutory requirements and their associated responsibilities in terms of policy and practice
- support staff in terms of access to SOW and resources

- monitor the quality of teaching and learning

- draw upon advice, support and expertise where necessary and in order to improve provision

- liaise to organise training and support to develop teacher subject knowledge and expertise.

IMPLEMENTATION AND REVIEW DATE

This policy was approved and adopted for use on:Jan 22.....

Signed:JHodder.....