



Aston Rowant C+E Primary School

Modern Foreign Languages Policy

Mission Statement

Growing together we inspire each other to achieve our full potential as courageous lifelong learners.

INTENT

At Aston Rowant CofE School, we believe that learning a foreign language is a vital part of children's experience at school. It broadens their outlook and builds their cultural capital, giving them an understanding and appreciation of other cultures. It helps them develop a sense of harmony with others, as we show them the similarities as well as the differences. It gives them a better understanding of their own language, drawing attention to the structure of language in ways that may never have occurred to them before. It prepares them for a future as global citizens, laying the foundations for a valuable life skill. It allows them to use their brain in new and exciting ways, giving them a sense of achievement and pride in the acquisition of new skills.

In our school we teach a foreign language to all Key Stage 2 children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that children 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 believe that learning a language in primary school provides the foundation for learning further languages, equipping pupils to study and work in other countries. Learning a foreign language helps children to develop an understanding of another culture which helps to deepen their understanding of the world.

The aims of the National Curriculum are central to Modern Foreign Languages (MFL) teaching at Aston Rowant CofE School. Our curriculum is designed to develop our pupils as language learners who can:

- 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 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.
- Enhance their cultural awareness: Exploring and appreciating French customs, traditions, and celebrations.

At Aston Rowant CofE School, we have chosen French as our Modern Foreign Language in Key Stage 2. Each session lasts for 30 minutes and is designed to be fast-paced, fun, lively and engaging.

We have designed the curriculum so that children are immersed in language relating to themselves and their everyday experiences. When children start learning French, the emphasis is on speaking and listening and using games, songs and practical activities. We aim to motivate children and help them remember more through repetition of new vocabulary and structures in a variety of fun contexts. As they continue through Key Stage 2, we build on those foundations by introducing them to more written language and encouraging them to express themselves in writing. From the beginning of their study of French, we discuss features of the language, such as pronunciation of particular sounds, word order and accents. This knowledge of how languages work provides a useful basis for the study of any foreign language at Key Stage 3.

IMPLEMENTATION

Children are taught French in mixed age classes in Key Stage 2. The long-term plan is designed to be closely aligned to the National Curriculum and to enable all children to make “substantial progress in one language.” The two Key Stage 2 classes are taught on a two-year rolling programme, which introduces new language and structures to Year 3 and Year 5, and consolidates and builds on that content for Years 4 and 6. For example, when children in Year 3 learn to count, children in Year 4 will be applying that knowledge by recalling numbers out of order, independently and translating back and forth between French and English. Children are taught French for 30 minutes every week, and new language is reinforced as part of the daily routine throughout the week. New vocabulary is repeated frequently in the lesson and children revisit previous content periodically. Teachers take the opportunity to make cross-curricular links.

Teaching follows the long term plan to ensure progression across Key Stage 2. Regular repetition and reinforcement is essential for children to become confident in French. New vocabulary is introduced supported by visual and kinaesthetic cues to help children who have differing learning styles. Children enjoy learning French through games and songs. Children enjoy listening to familiar stories, such as the Very Hungry Caterpillar, read in French. Children enjoy the opportunity to take part in paired speaking and listening activities, including role play. Once children have secured the correct pronunciation, they begin to read and write in French. Children learn how to use a dictionary to check the spelling and gender of words. Older children learn some French grammar, including how to make nouns and adjectives agree for number or gender.

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and children’s understanding of a particular concept is shown through pink/green marking on the objective in line with the school’s marking policy. This is often done during the lesson and is shared with the child. When it is felt that children need more practice at a particular concept, this is followed up in the lesson or revisited in the following lesson. The teacher uses information gained through informal assessments in order to write a comment on each child’s end of year report.

Special Educational Needs Disability (SEND)

. Our MFL policy recognizes the diverse needs of our pupils, including those with special educational needs and disabilities At Aston Rowant CofE School we adhere to the 0-25 years SEND Code of Practice 2015 when considering the provision for children with special educational needs and/or disability. We always aim these children to work on the same curriculum content as their peers; however, a few children may need to work on the end of year expectations for a younger year group. Their learning will in all cases be rich and designed with a clear progression in mind.

We strive to create an inclusive learning environment by:

- Differentiating tasks and resources to ensure accessibility for all pupils.
- Providing additional support and scaffolding to enable learners with SEND to access the curriculum and succeed to the best of their ability.
- Celebrating and valuing the achievements of all learners, regardless of their starting point or individual needs.

IMPACT

Expectations for all children at Aston Rowant CofE School are high and children are assessed termly on their progress in French by their teachers, who have gathered evidence in lessons. Each year group has a set of end-of-year expectations derived from the over-arching Key Stage 2 attainment targets which provide progression from Year 3 to Year 6.

Our aim at Aston Rowant CofE School is to produce enthusiastic linguists who build their skills and knowledge throughout Key Stage 2. In this way, they are equipped for success at Key Stage 3. The subject leader and SLT will monitor this aim through Pupil Voice surveys, lesson dips, work scrutinies and data monitoring. The results of this monitoring will form the basis of the MFL action plan, written and maintained as a working document by the subject leader. Support will be provided to staff where necessary, with the aim of creating a passion for languages at Aston Rowant CofE School, shared by the staff and children alike.