

Ormiston Herman Academy

Modern Foreign Language policy.

Aims and objectives

In our school we teach a foreign language to all KS2 children as part of the normal school curriculum. 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.

We want to:

- * Foster an interest in learning other languages.
- * Introduce young children to another language in a way that is enjoyable.
- * Help children develop their awareness of cultural differences in other countries.
- * Develop their speaking and listening skills and lay the foundations for future study.

Teaching and learning style

We base the teaching on the material in the KS2 Framework for Languages. We have chosen FRENCH as the language to be taught, as a number of staff have some knowledge in it.

We teach a foreign language to KS2 children through timetabled sessions which total 40-45 minutes a week and then back this up with short activities through the week to reinforce and extend the language. We use a variety of techniques to encourage the children to engage actively: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and (where we can) invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We focus on listening, speaking, reading and writing skills. We also use a multisensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as 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.

The contribution of MFL to teaching in other curriculum areas

English: The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics: Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

Personal, social and health education and citizenship: One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education: By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography: We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). MFL pupils likewise learn

about the climate of the countries in which the language is spoken.
History: We teach children about significant historical figures and events in the history of the countries whose language we are studying (e.g. about William the Conqueror in the case of France).

Music: We teach children songs in the modern foreign language - both traditional and modern - which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question (e.g. Saint-Saëns's *Carnival of the Animals* in the case of France).

Modern Foreign languages and inclusion.

At our school we seek to give all children - whatever their ability - a taste of our modern foreign language. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Although the framework is for KS2 children, we aim to give KS1 and even Foundation Stage pupils a small 'taster' of French through games, play activities and similar. 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, differentiation - so that we can take some additional or different action to enable the child to learn more effectively.

Assessment for Learning

We assess the children in order to ensure that they make good progress in this subject area. We do this on a termly basis - as we feel that half termly would show little progress. The school uses the KS2 Framework for Languages in conjunction with the Linguamarque assessment criteria to evaluate the progress of each child. Assessment focuses on the core skills of; Speaking, Listening, Reading and Writing.

The children are encouraged to self assess using 'I can statements.' We then provide this information to the secondary school when the children transfer in the hope that they can build on our children's prior learning.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The Headteacher also reports to the governing body on the progress of children in the same way as for progress in any other subject. The governors have the responsibility of monitoring the success of our teaching of French. This policy will therefore be reviewed every three years, or earlier if appropriate.