

# Castleton&Glaisdale Federation

## Modern Foreign Languages Policy March 2016

*“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.”*

- The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

Foreign language learning has been introduced to all primary schools. We recognise its value and will provide Language learning opportunities for all children **throughout the school**. The main language taught in our school is **French**.

### **Our values and beliefs about primary languages**

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils, enabling them to:

- Develop key communication skills
- Extend their knowledge of how language works
- Acquire the skills and confidence to learn any language at any time in their life
- Acquire new perspectives on the world
- Develop their understanding of their own cultures and those of others.

### **The aims of Primary Languages teaching 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;

### **Programme of Study**

What the National Curriculum requires in foreign language at KS2

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (\*) content above will not be applicable to ancient languages.

### **Key Assessment criteria Y1/2 (if taught in KS1)**

#### Spoken language

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can answer with a short phrase.
- I can ask a question.
- I can name people.
- I can name places.
- I can name objects.
- I can use set phrases.
- I can choose the right word to complete a phrase.
- I can choose the right word to complete a short sentence.

#### Reading

- I can read and understand single words.
- I can read and understand short phrases.
- I can use simple dictionaries to find the meaning of words.

#### Writing

- I can write single words correctly.
- I can label a picture.

I can copy a simple word or phrase

### **Key Assessment criteria Y3/4**

#### Spoken language

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

#### Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.
- I can use a bilingual dictionary or glossary to look up new words.

#### Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.
- I can say what I like/dislike about a familiar topic.

### **Key Assessment Criteria Y5/6**

#### Spoken language

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

#### Reading

- I can understand a short story or factual text and note the main points.
- I can use the context to work out unfamiliar words.

#### Writing

- I can write a paragraph of 4-5 sentences.
- I can substitute words and phrases.

### **This is how we will achieve our aims**

- We will continue to link closely with all the schools in the network and the secondary school.
- We will support and provide significant CPD opportunities for our current and future workforce, working closely with the LA and the Primary Languages Team where appropriate.
- We will support teachers to develop high quality language teaching
- Languages will be taught throughout the school.
- The language will be reinforced in other areas of the curriculum.
- There will be at least 30 minutes teaching time a week.
- In addition to the oracy and literacy objectives taught, we will maintain a focus on teaching language learning strategies, knowledge about language and intercultural understanding.

**Review March 2019**