

## **St Michael at Bowes Modern Foreign Language Policy**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupil's curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further language, equipping pupils to study and work in other countries. (National curriculum 2014)

At St Michael at Bowes, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Therefore, in line with our school vision statement, our children will experience the inclusivity and firm foundation providing an opportunity to live successful lives. The focus language taught in our school is French.

### **Aims and Objectives**

Through the languages curriculum it is our aim to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence; fluency and spontaneity; find ways of communicating what they want to say and discuss and ask questions in order to improve the accuracy of their pronunciation and intonation.
- Can write, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- Help children develop their awareness of cultural similarities and differences.
- Lay the foundations for future language study by pupils.
- Give an extra dimension to teaching and learning across the curriculum

### **Oral and Written Communication**

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore 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, using 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; key features and patterns of the language; how to apply these (build sentences) and how these differ from or are similar to English

### **Intercultural Understanding**

The children will learn to:

- Describe the life of children in countries where the language is spoken.
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

### **Teaching and Learning**

At St. Michael at Bowes we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged. There is an emphasis on having fun with the new languages. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place:

#### 1. Language lessons

Children are taught specific skills, concepts and vocabulary in a fortnightly dedicated lesson with the class teacher (Years 3-6). These are followed up by short feedback sessions where children consolidate their understanding and apply their learning into slightly new contexts as a 'next step'.

## 2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For example in giving instructions, counting in mathematics or applying common adjectives. This acts to reinforce vocabulary and structures in new contexts.

## 3. 'Incidental' Language

Languages are part of the day-to-day life of the school. Teachers begin the day by taking the register in a foreign language, give instructions and get responses, ask questions and greet children. There is a culture of active curiosity and children learn new phrases, which they can use in class, along with teachers to fill gaps in their vocabulary. There are language use 'role-models' at every level.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use, strengthen and develop their language for communicating in a stress-free real-life context.

### **Inclusion**

The teaching of the Languages Curriculum at St Michael at Bowes is fully inclusive. No child is excluded by reason of accessibility, particularly not due to having English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups of collaborative work may be made up in different ways, depending on the task.

### **Planning and Resources**

The teaching of French is delivered via the I-languages scheme, which follows guidelines set out in the Key Stage 2 National Curriculum. It is constantly iterated and updated in response to changes made. Teachers adapt the high-quality content to meet the needs and particularities of their own class. Progress, and preparation for Key Stage 3 learning, is ensured through the rigorous progression of skills and content in the scheme supplemented by the mindset and passion for learning imparted by all staff at the school. Published resources, including traditional texts, interactive PowerPoints, audio files, videos, games and activity booklets are available for use throughout the school. All content is created, updated and maintained by fluent French speakers at I-languages.

### **Monitoring Progress and Assessing Attainment**

Opportunities to monitor the children's progress are built into our termly programmes of study. Most assessment is formative and is used to support planning for future teaching and

learning. Assessments are based on observation of children working on different oral activities and where appropriate written product.