



Windmill Hill Primary School



Windmill Hill is committed to lifelong learning within a caring environment.

Together we make a difference.”

Subject Information

Modern Foreign Languages



Intent

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- Familiarise themselves with the sounds and written form of a modern foreign language.
- Develop particular language-learning skills.
- Begin to understand a new language, and communicate in it.
- Make comparisons between languages.
- Learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures.

- Develop a positive attitude towards the learning of foreign languages in general.
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing.
- Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.



Implementation

We teach a foreign language to children throughout school. We introduce the subject in Reception, when children first start school. All classes have a lesson each week of between 30 and 60 minutes. The MFL that is taught currently is French and is taught by a native French speaker. We know that this provides an excellent model of the spoken language. We also strive to ensure that our children's transition to secondary school is as smooth as possible, by making the High School aware of each child's progress in French.

We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the QCA Schemes of Work for MFL at Key Stage 2. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also invite

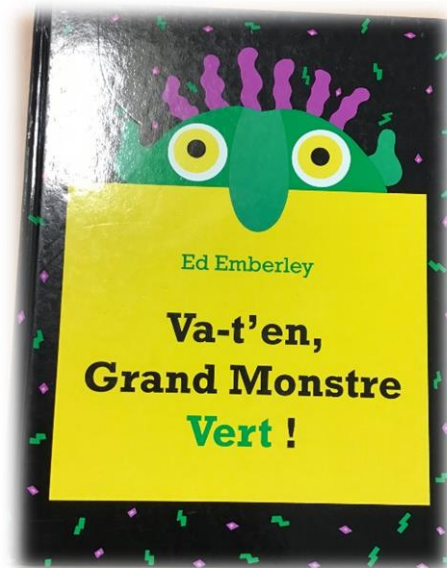
native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language.

We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that 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 that they make in the foreign language, however tentative.

We allow for differentiation by:

- Using peer support – we partner pupils of disparate ability.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing resources of different complexities, matched to the ability of the child.



Impact

French lessons are always delivered in an interactive and engaging manner to ensure that pupils' interest is gained. All lessons carefully build upon existing knowledge. Resources are effectively used to support the learning and consolidate what has been taught. The learning of French gives all children the opportunity to develop an interest in another language and culture, other than their own.

In EYFS and KS1 we assess the children's progress informally during the lessons and evaluate progress.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided termly. This information will be recorded and will be monitored by the Subject Leader who can use this data to ensure

teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT.

