

# St Patrick's Catholic Primary School

## Languages (FL) Policy

### Rationale

***At St Patrick's Catholic Primary School we teach a foreign language to all KS2 children as part of the normal school curriculum. We believe that many children enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.***

### Aims

The main objective of teaching a foreign language in primary school is to promote the early development of a child's linguistic competence.

In addition, we are aiming to:

- Foster an interest in learning other languages;
- Introduce young children to another language in a way that is enjoyable;
- Make young children aware that language has structure, and that the structure differs from one language to another;
- Help children develop their awareness of cultural differences in other countries;
- Develop their speaking and listening skills;
- Lay the foundations for future study.

### Intent

It is our intent at St Patrick's Catholic Primary School to provide all of our children with a high quality education in Foreign Languages (FL), which develops their love of learning about other languages and cultures and helps provide them with an understanding of the world. We believe that the early teaching of French will facilitate the learning of other foreign languages later in life. We hope that all pupils will develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue their language learning past KS2.

### Implementation

Since September 2014, the new National Curriculum has made learning a language compulsory in Key Stage 2. With Primary Languages Network's team's history, knowledge, and background, we were impressed with their standards, curriculum, and teaching style. The majority of

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schools only offer the language that teachers feel most able to cope with, however, with Primary Languages Network, our teachers are able to learn on-the-go, teach interactively, attend CPD events, have the opportunity to practice conversationally and use of DVDs and online resources during class. They also provide the opportunity for staff upskilling and contracting their specialist language teachers to come into school. Primary Languages Network has given our teachers and pupil's confidence to speak another language and our teachers to support the children's language-learning at home.

They use a variety of the following techniques to encourage children to have an active engagement with French:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

## **Impact**

Through careful planning and delivery, children will develop a love of languages and a willingness to experiment and learn new languages, developing confidence to speak, ask questions and communicate with others in French. The pupil voice is essential in the FL curriculum in order to inspire high quality learning and they will understand and respond to spoken and written languages. This will be monitored by the FL lead through discussions with staff and book scrutiny's to ensure all are accessing the learning appropriately and fully.

## **Teaching and learning**

### **KS1**

Although not statutory at this stage, pupils in KS1 are introduced to other languages. Greetings, registers, classroom routines and praise words are regularly conducted in another language.

### **KS2**

- **Read fluently-** this concept involves recognising key vocabulary and phrases
- **Write imaginatively-** this concept involves using key vocabulary and phrases to write ideas

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- **Speak confidently**- this concept involves using key vocabulary and phrases to verbally communicate ideas
- **Understand the culture of the countries in which the language is spoken**- this concept involves the background knowledge and cultural capital needed to infer meaning and interactions

A Year 3 and 4 MFL learner can:

## **Read fluently**

- Read out loud everyday words and phrases
- Use phonic knowledge to read words
- Read and understand short written phrases
- Read out loud familiar words and phrases
- Use books or glossaries to find out the meanings of new words

## **Write imaginatively**

- Write or copy everyday words correctly
- Label items and choose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly
- Express personal experiences and responses

## **Speak confidently**

- Understand a range of spoken phrases
- Understand standard language
- Answer simple questions and give basic information
- Give responses to questions about everyday events
- Pronounce words showing a knowledge of sound patterns
- Ask others to repeat words or phrases if necessary
- Take part in discussions and tasks

## **Understand the culture of the countries in which the language is spoken**

- Identify countries and communities where the language is spoken
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken
- Show awareness of the social conventions when speaking to someone

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A Year 5 and 6 MFL learner can:

## **Read fluently**

- Read and understand the main points and some of the detail in short written texts
- Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words
- Read and understand the main points and opinions in written texts from various contexts, including present, past or future events
- Show confidence in reading aloud, and in using reference materials
- Read short texts independently
- Use a translation dictionary or glossary to look up new words

## **Write imaginatively**

- Write short texts on familiar topics
- Write short phrases from memory with spelling that is readily understandable
- Use knowledge of grammar to enhance or change the meaning of phrases
- Use dictionaries or glossaries to check words
- Refer to recent experiences or future plans, as well as to everyday activities
- Include imaginative and adventurous word choices
- Convey meaning

## **Speak confidently**

- Demonstrate a growing vocabulary
- Ask and answer simple questions and talk about interests
- Understand the main points and opinions in spoken passages
- Give a short prepared talk that includes opinions
- Take part in conversations to seek and give information
- Refer to recent experiences or future plans, everyday activities and interests
- Vary language and produce extended responses
- Be understood with little or no difficulty

## **Understand the culture of the countries in which the language is spoken**

- Give detailed accounts of the customs, history, and culture of the countries and communities where the language is spoken  
Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country

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## Teaching and learning

Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	<b>A new start</b> (Greetings, feelings, numbers, colours)	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)	<b>Talking about us/school subjects</b> (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<b>Revisiting me/Telling the time/Everyday life</b> (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	<b>Calendar and celebrations</b> (Bonfire colours, commands, days and months, Christmas)	<b>My town, your town</b> (Commands, shops, asking and giving directions)	<b>Time in the city</b> (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	<b>Homes and houses</b> (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	<b>Animals I like and don't like</b> (Animal nouns, singular and plural, opinions, story)	<b>Family tree and faces</b> (Epiphany, family members, personal info, face parts, describing with colours)	<b>Healthy eating, going to market</b> (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	<b>Playing and enjoying sport</b> (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	<b>Carnival and using numbers</b> (Carnival, numbers to 15, core language recap, age, dates, Easter)	<b>Face and body parts</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<b>Clothes</b> (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	<b>Funfair and favourites</b> (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	<b>Fruits and vegetables, Hungry Giant</b> (Fruit and veg nouns, counting, asking politely, story, board game)	<b>Feeling unwell/Jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	<b>Out of this world</b> (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	<b>Café culture</b> (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)
Summer 2	<b>Going on a picnic</b> (Picnic story, food items, polite request) <b>Aliens in France</b> (Explore France, ask and answer 'where do you live?') <b>Language Puzzle*</b>	<b>The weather</b> (Weather phrases, seasons, forecast) <b>Ice creams</b> (Flavours, opinions) <b>Language Puzzle*</b>	<b>Going to the seaside</b> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) <b>Language Puzzle*</b>	<b>Performance Time</b> (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) <b>Language Puzzle*</b>

## FL and Inclusion

At **our school** we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities which enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (for example, playing a playground game in a modern foreign language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## Monitoring and review

This policy will be reviewed annually.