



Primary Modern Foreign Languages (PMFL) Policy

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.

Rationale

At Garlinge Primary School and Nursery we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. The aim of teaching and learning a foreign language is to introduce children to another language. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Learning a foreign language equips pupils with skills and knowledge to study and work in other countries in their adult lives. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how language works.

Foreign language is a compulsory part of the National Curriculum in Key Stage 2 and helps to prepare children for foreign language learning at Key Stage 3. The focus language taught in our school is French.

Aims

The aims of Primary Languages teaching at Garlinge Primary School and Nursery 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 to develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

How is PMFL taught at Garlinge?

The curriculum is delivered using a range of teaching and learning styles. Where possible, links are made to real life. Much emphasis is placed upon active learning, encouraging children to be involved directly in their learning by planning and assessing with them. At Garlinge the PMFL programme of study is taken from the Salut! scheme of learning.

Speaking and Listening

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- listen, understand and respond with increasing competence, accuracy and confidence in a range of situations;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and Writing

The children will learn to:

- read carefully and show understanding of words, phrases and simple writing;
- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- appreciate stories, songs, poems and rhymes, reading and understanding them with increasing confidence
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through the use of a dictionary.
- understand basic grammar structures appropriate to the language being studied

Teaching and Learning Methods

A variety of teaching and learning strategies are used to deliver PMFL which consider pupils' age, development, understanding and needs. Pupils will work in a safe, secure climate to be able to explore their own and others' attitudes, values, and skills

At Garlinge Primary School and Nursery 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, and there is an emphasis on having fun with the new language.

ICT is used where appropriate to enhance teaching and learning.

Educational visits and learning outside of the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the learning intention of the lesson.

There are 3 main contexts in which language teaching and learning take place:

1. Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson.

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 instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned in their dedicated lesson.

3. 'Incidental' use of language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, with the children acting as role models in the learning process.

Intercultural Understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal, social, health and economic education, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

The children will learn to:

- describe the life of children in the countries where the target 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.

Primary Languages gives us an ideal opportunity for making links between different cultures, in our local community and further afield. We encourage children to share their experiences of visiting or living in other countries. We make use of ICT links via e-mail and approved sites on the Internet, to find out about life in other countries.

Planning and Resources

Class teachers plan for PMFL in accordance with the PMFL curriculum. This is usually done in year groups to ensure consistency in provision. Class teachers acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- Setting individual targets based on the assessment approach;
- Setting different tasks within sessions;
- Using resources appropriate to each individual.

Published resources are utilised including fiction and non-fiction texts, posters, CDs, DVDs and computer software which are available for use throughout the school.

Assessment

At Garlinge, teachers integrate effective Assessment for Learning in all areas of the curriculum. In PMFL, this involves:

- Assessing all children's starting point at the beginning of a unit of work
- Planning learning which builds on children's prior knowledge and shows progression in PMFL learning
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Methods of assessment include observations of children working on different oral activities and where appropriate the children's written work. Assessments are provided by Salut!

Differentiation and Special Educational Needs and Disabilities (SEND)

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PMFL education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. The individuality of the child is of primary importance when delivering the PMFL curriculum. It is recognised that some children mature and develop at different rates and that as individuals their personal strengths are governed by their characters as well as their learning and experiences. Teaching will recognise and build upon this. All contributions by pupils are encouraged, accepted and valued.

Equal Opportunities

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.

Training and support for staff

Teachers and other staff are able to develop their own language and language teaching skills, through supported individual study, in-school meetings and local authority training. The subject leader for Primary

Languages identifies school needs and co-ordinates professional development opportunities. Opportunities are provided for staff to identify individual training needs on a yearly basis. The scheme of work has been shared with all teachers and is stored on the resource drive.

Policy adopted by Governing Board on _____

To be reviewed on _____

Signed by Executive Headteacher _____

Signed by Chair of Governors _____