

Horwich Parish C of E Primary School

Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.

Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.

Policy for Modern Foreign Languages

At Horwich Parish, 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 their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. 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. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others particularly. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Aims

At Horwich Parish pupils learn French in Key Stage 2. The aims of language learning are to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children’s curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

The national curriculum for languages aims 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, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Organisation

At Horwich Parish, In Key Stage 2, the teacher or teaching assistant taking the French lesson will plan it. Children in Key Stage 2 are expected to receive 20 hours of French lessons each year. To help develop learning, French on a little-and-often basis, teachers read the register in French, use simple classroom commands, and have visual displays for new vocabulary.

The Curriculum

In Key Stage 2, teachers use the QCA and other relevant materials to support learning objectives. We liaise with the cluster and RBHS staff to share resources and take part in activities with other schools.

Teaching and Learning

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. These include:

- Games
- Role-play
- Action songs
- Drama
- ICT
- Puppets
- Authentic French literature where relevant

Video clips and recordings enable our learners to hear an accent and appropriate intonation. We emphasize listening and speaking skills as our starting point before including reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching by introducing a physical element into some of the games, as we believe that this serves to reinforce memory.

Inclusion

The teaching of languages at Horwich Parish is fully inclusive. All children participate in language lessons and we aim to use a range of resources to extend and support children, to use a range of differentiated tasks and activities. Also teaching assistants are used effectively to support group or individual needs.

Assessment

Opportunities to monitor the children's progress in French are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) a written product.

Monitoring and evaluation

Monitoring is carried out by the Language Leader in the following ways:

- Informal discussion/interviews with staff and pupils
- Scrutiny of planning
- Observation of teaching