 **Swallowfield Languages Triple i Statement**

‘To learn a language is to have one more window from which to look at the world’ – Chinese Proverb



**Intent**

 **(What we want to achieve)**

At Swallowfield, we support the view that learning modern foreign languages (MFL) is an entitlement for all pupils during their time at the school, starting in Key Stage One with basic words. We are committed to the principle that learning another language is appropriate for all children, whatever their ability, disability or special needs and we believe that many children really enjoy learning to speak another language. We also consider that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Our main objective in the teaching of modern foreign languages at primary school is to promote the early development of linguistic competence and to expose children to new forms of communication.

In line with the National Curriculum objectives, we aim to enable children to:

* Familiarise themselves with the sounds and written form of modern foreign languages.
* Develop particular language-learning skills.
* Begin to understand new languages, and communicate in them.
* Make comparisons between languages
* Increase their awareness of other cultures through learning about different countries and their people, and working with materials from different countries and communities.
* Enjoy poems, songs and rhymes in that language.
* 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



**Implementation**

**(How we are going to do it)**

At Swallowfield, we strive to deliver quality language lessons which get the children excited about other languages and cultures. We base our teaching upon the National Curriculum guidance for Key Stage two, and use Twinkl planning. We adapt this weekly to the context of our school and our children.

Every week, we encourage children to listen, speak and interact in another language (French and BSL) by using a multi-sensory approach to teaching. A variety of techniques are used, such as:

* Games, role play and songs to help reinforce new vocabulary, along with mime and drama.
* Listening to recordings, native speakers and using interactive programmes.
* ‘I say’, ‘you say’ type activities which encourages proper pronunciation.

French and British Sign Language are taught to expose the children to an array of opportunities. Each language is taught for one term. We revisit learning frequently at the beginning of lessons to refresh our memory and ensure learning is continuous. We emphasise the listening and speaking skills over reading and writing skills as recommended in the National Curriculum. The children’s confidence is built through constant praise however tentative their efforts.

**Impact**

**(Evaluation of success)**

A high quality MFL curriculum impacts the children’s learning by opening up new opportunities for communication, and creating a diverse, multi-cultural environment for the children to thrive in.

Assessment is carried out in many different ways, mostly informal, such as:

* Observations and recordings are made of the children speaking another language, these are assessed against the National Curriculum objectives for Key Stage two.
* Judgements made by the teacher.
* Progress is also recorded in a report at the end of the year.