

**Language Policy**

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Lead reviewer: Alice Walker

Approved by: Governing body

**Philosophy**

At Swallowfield Primary School, we support the view that learning a modern foreign language (MFL) is an entitlement for all Year 3 and 4 pupils during their time at the school, starting in KS1 with the use of basic words repetitively. 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.

**Intent**

**Objectives**

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence.

To accomplish this we aim to enable children to:

* 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
* increase their awareness of other cultures through learning about different countries and their people, and working with materials from different countries and communities
* 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**

**Teaching and Learning**

We recognise that language learning helps children through listening, speaking and interacting, to:

* learn about language (using literacy, i.e. reading and writing in the foreign language)
* learn about and compare different cultures (inter-cultural understanding).

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

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.

A variety of techniques are used:

* Games, role-play and songs (particularly action songs) help reinforce new vocabulary, along with mime and drama
* Use of puppets and soft toys to demonstrate the foreign language
* Listening to recordings, native speakers and using interactive ICT programmes.

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.

**Impact**

**Assessment**

We assess the children’s progress informally during the lessons, evaluating progress against:

* AT1: Listening and responding;
* AT2: Speaking;

**Differentiation – More able and SEND**

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.

**Recording and Reporting**

Teachers record children’s progress in the subject areas and progress is fed back to parents in a written yearly report.

**Resources and Responsibilities**

The co-ordinator will assess resources annually and target the budget allocated appropriately. We have a range of resources to help with the children’s learning including books written in French, audio files and French music, puppets and toys, prompt cards and pictures. We also use computer programs and websites such as Purple Mash and 2 Simple French.

Link Governor – Andrew Güntert

Subject Coordinator – Alice Walker

Teaching – KS2 Teaching staff