

## **THIRSK COMMUNITY PRIMARY SCHOOL**

### **Modern Foreign Language Policy**

This policy document sets out our aims, principles and strategies for the delivery of Modern Foreign Languages.

#### **Rationale**

At Thirsk Community Primary School we teach a foreign language to all children in KS2 as part of the normal school curriculum. We do this for several reasons.

We believe that many children really enjoy learning to speak another language. We are committed to early language learning and believe that the earlier a child is exposed to a foreign language, the faster and more effectively the language is acquired.

#### **Aims**

The aims of Primary language teaching in Thirsk Community Primary School 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 develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- give an extra dimension to teaching and learning across the curriculum.

#### **Teaching of Modern Foreign Languages**

The main focus of MFL teaching at Thirsk Community Primary School is French. All pupils begin learning French in Year 3 and continue throughout KS2.

Many elements of the foreign language need direct teaching in discrete lessons so we have timetabled lessons which are equivalent to either 1 hour per fortnight or 30 minutes per week.

Planning follows the North Yorkshire County Council Scheme of Learning, where all the year group topic areas are taught discretely (sometimes on a 2 year rolling programme) to ensure full coverage by the time pupils reach the end of KS2. Please see attached list for a full year group coverage.

French is also used in day to day activities such as taking the register, classroom commands, songs and celebrations. This helps to embed key language between discrete taught sessions.

Teaching and learning styles may vary but there are two fundamental principles which underpin our teaching of languages at Thirsk Community Primary School:

- That pupils learn more effectively when they are actively involved.
- That purposeful practice in the language is more important and effective than just passively receiving information about it.

## **Assessment**

Assessment is ongoing and of a formative nature, and is carried out by the class teacher. At the end of each unit an assessment sheet is filled in by both teacher and pupil to reflect on what has been learnt during the topic. This assessment is carried out against the 'I can' statements provided with the North Yorkshire Scheme of Learning. This always informs the next steps for that class and helps the class teacher review and reinforce key ideas over the course of the year.

Children record their work in both books and folders. Books contain key vocabulary, end of unit piece of work and records of assessments. These are passed on to the next teacher and provide an ongoing record of a child's progress and attainment. Folders containing all other pieces of French work are sent home at the end of each academic year.

S Roe

MFL Co-ordinator, March 2016

To be reviewed in March 2018