

# Paisley Primary School

## Modern Foreign Languages Policy

### **Philosophy**

There is no statutory requirement to teach a modern foreign language at Key Stages 1 or 2 at the present time but the Government expects Modern Foreign Languages to be embedded in the curriculum by 2010 at which time it will be a requirement. Ofsted will be looking at the Modern Foreign Languages provision from 2003. We believe that teaching a foreign language makes a positive contribution to the primary curriculum.

The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. They develop communication and literacy skills that lay the foundations for the future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects. It was decided at a full staff meeting to introduce French as this would be a useful foundation for the children when they move to secondary school and there was also some expertise amongst the staff.

### **Aims**

We aim for the children to be aware of the multi-cultural world through teaching a modern foreign language. We aim to reinforce other subject areas including:-

- Aspects of English such as speaking and listening, knowledge and understanding of grammatical structures and sentences construction.
- Songs, alphabet, Poems, rhymes and stories.
- Aspects of mathematics such as counting money, the time and the date.
- International or multi-cultural work, for example celebration of festivals, storytelling.
- Using ICT, for example e-mail with schools abroad, materials from the Internet..
- Geographical and historical work relating to France.

### **Objectives**

The teaching of French will be monitored by the co-ordinator.

Long Term Plans, Medium Term Plans and resources will be provided by the co-ordinator.

In KS2, French will be taught for 30 minutes a week. In KS1, children will be introduced to French through short sessions over the school year. At the present time there are three members of staff with some expertise who deliver French throughout the school. In Key Stages One and Two this teaching is as part of P.P.A. provision.

We will work in partnership with Sydney Smith School, and other primaries in our cluster.

### **Special Educational Needs**

All children will be given the opportunity to learn some aspects of French. Children who struggle with aspects of basic skills should not be over burdened or left out. It is up to the class teacher to decide what level of input is appropriate and to differentiate accordingly. Learning a foreign language should be fun for all children.

### **Planning**

The Long Term and Medium Term Plans have been developed by the co-ordinator from the QCA Modern Foreign Languages document. All members of staff have a copy of the Long and Medium Term Plans.

### **Monitoring**

The co-ordinator will monitor Modern Foreign Languages learning as part of the school's development plan.

### **Assessment**

Assessment will take the form of informal teacher assessment of children's learning.

### **Homework**

It is not anticipated that any homework will be set but this will be left to the discretion of the individual class teacher.

### **Resources**

Resources are kept in the Y5/6 shared area. They include word books, stories, flashcards, tapes and CDs, and photo copiable worksheets. The co-ordinator will monitor and add to resources as required.

### **Professional Development**

Although there is some expertise on the staff, most staff are not confident to teach French extensively, but all are enthusiastic and agree with the general principles. It is hoped that eventually all staff will develop a greater understanding as they take up the opportunity to deliver the subject.

January 2006