



Palfrey Junior School

Policy for Primary Languages 2024-27

1. Mission Statement

Palfrey Junior School believes that the learning of a foreign language provides a **valuable spiritual, moral, social and cultural experience** for the pupils and is keen to promote the introduction of a Modern Foreign Language to our pupils. As from September 2013, all children in KS2 were given the opportunity to learn a Modern Foreign Language as part of the school curriculum. Due to the statutory requirements of the new National Curriculum a new action was developed and implemented for the academic year 2014-2015; this is now established and in place.

2. Educational Aims

- To develop pupils' communication and literacy skills that lay the foundation for future language learning
- To develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between foreign languages and English
- To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- The development of skills through speaking, listening, reading and writing, cultural understanding, grammar, spelling and language learning strategies. These key skills are identified in the new national curriculum for primary languages.
- The choice of language (French) will facilitate children who return to mainstream school to integrate more easily and continue to make progress.

3. Objectives

The aims and objectives of learning a Modern Foreign Language in primary school 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
- Links are made between learning English, home language and a foreign language.

4. Organisation

We teach a foreign language to all children in KS2 for 40 minutes a week. This is delivered through one formal teaching session of **40 minutes during the week**. It is also encouraged that French is taught when opportunities arise during the week, as and when they link in with other areas of the curriculum. In this way they are embedded with the primary curriculum as a whole. A phased programme of study was introduced in September 2013 so that no child would miss critical vocabulary and grammar learning. All children now in school have followed the progressive programme of study from Year 3.

The children are taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in French
- look at life in another culture

Tasks and activities:

- have clear, achievable objectives
- are carefully planned and structured
- are practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

5. Teaching and learning styles

The teaching in KS2 has been developed to meet the requirements of the new National Curriculum (September 2014). Teaching utilises a variety of techniques to encourage the children to have an active engagement with the language taught, including games, role play and action songs. Children are also encouraged to use their prior knowledge of



words, to seek similarities and connections and to translate words themselves. Due to the range of activities and teaching styles employed, children from across the ability range can participate and achieve successful outcomes.

A multi-sensory and kinesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teaching strategies make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of languages. Children's confidence is built through praise for any contribution they make, however tentative. The lessons will reflect our highly inclusive ethos and will differentiate accordingly for EAL or SEND requirements.

6. The contribution of modern foreign languages to teaching in other curriculum areas

6.1 Spiritual, moral, social and cultural education

By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

6.2 Literacy

The learning of modern foreign languages naturally contributes to the development of our children's speaking and listening skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them to understand the concept of register and emphasises the importance of knowing the role of different word types in sentence structure.

Whilst the main focus is the development of French oracy, reading and writing skills feature within lessons. To facilitate accurate, progressive writing in French, each year group has a guide on French writing; detailing examples and expectations for each unit. Classes have access to French dictionaries to further to develop this skill aiding both vocabulary building in the target language and use of a dictionary in their literacy and guided reading lessons.

6.3 Mathematics

We play number games that reinforce their counting and calculation skills, expand their understanding of date and increase their knowledge about money.

6.4 Information and Communication Technology

Children are encouraged to make use of ICT to enhance their learning of modern foreign languages and also to use ICT curriculum skills to demonstrate what they have learnt in MFL.

6.5 Social and Emotional Aspects of Learning



One of the main benefits to the children of learning a modern language at primary school level is a social one. Those children who have a difficulty in reading and writing, but who have good aural skills, will often find they progress at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general, and a deeper understanding of people in other societies and cultures.

6.6 Geography

French culture lessons are built into planning in addition to the possibility of researching different countries in which the particular foreign language is spoken. By doing so, they can learn about different cultures.

6.7 Music

Children learn about musical styles from other countries and cultures, and also have the opportunity to learn songs in modern foreign languages. This develops their appreciation of different cultures and helps their sense of rhythm and awareness of melody.

7. Inclusion

All children in KS2 have the opportunity to learn a modern foreign language.

8. Resources to support classroom learning

- BEST Midlands ICT based resources
- French Writing Guidance (Created by MFL Lead)
- School made resources in Staff Area French Box
- French dictionaries – Oxford first learners (6 per class)
- Euro coins and notes
- Foreign Language readers
- Some posters / flags
- Song CDs

Resources for ICT and other curriculum areas

Many other resources can be used for MFL but are not MFL specific (not all yet available in school)

- Digital cameras
- iPads
- Mathematics equipment – dice, rulers, weights, measures
- Own resources word cards / picture cards blown up and laminated
- Display materials of all kinds – picture templates / poster paper / craft materials

9. Assessment

Each year group has year group appropriate targets split into three terms. They are stuck in books at the beginning of each academic year. These targets review the development



of language skills in line with the topics covered. Teachers are to tick when children are confidently demonstrating each target.

10. Monitoring and review

10.1 We monitor teaching and learning in line with other learning areas. The Senior Leadership also reports to the governing body on children's progress.

10.2 This policy is under regular review and is a working document which will change over time as pupils meet the requirements of the new National Curriculum for Primary Languages.

Melissa Bird

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Review 2027 or sooner should changes occur