



## Rush Common School Professional Practice Documents (“PPD”) for Modern Foreign languages

### 1) Statement

This policy document sets out the school’s aims, principles and strategies for the delivery of Modern Foreign Languages at Rush Common.

### 2) Educational Aims

- to develop pupils’ communication and literacy skills that lay the foundation for future language learning
- to develop linguistic competence, extend knowledge of how language works and explore differences and similarities between the target language 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
- to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### 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 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 speaking and listening skills
- lay the foundations for future study
- extend language teaching beyond mother tongue learning

### 4) Approach

4.1 Rush Common School believes in a communicative approach in which all pupils can actively engage in meaningful tasks. Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant.

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

#### 4.2 Tasks and activities will:

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

4.3 In Foundation Stage and Key Stage 1, children will “taste” new languages through story, songs and rhymes. French will be introduced formally in Year 3. The ‘Early Start’ scheme of work is incorporated into the planning for each year group, with particular use made of the DVDs in order to introduce pupils to native French speakers and aspects of French culture on a regular basis. The activities in all years aim to cover the objectives outlined in the new National Curriculum.

### 5) Teaching and learning styles

5.1 Teachers use a variety of techniques to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play, mime and action songs.

5.2 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. A positive attitude to the learning of Modern Foreign Languages is fostered through diverse teaching. Children’s confidence is built through praise for any contribution they make, however tentative.

5.3 Where possible native speakers will be invited into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of France.

### 6) Assessment

Teachers assess children’s progress informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing.

Comments on their progress in French will be made in reports to parents.

**7) Conclusion**

It is hoped that, working in partnership with secondary schools in the area, pupils at Rush Common School will benefit from their early start in learning a Modern Foreign Language and that this will provide a sound basis for future learning.

**8) Review of this PPD**

The Leadership Team reviews the PPDs every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team meeting on 13<sup>th</sup> October 2014

Signed.....

Headteacher

Review Date: October 2017