

Modern Foreign Languages

Regis Manor Primary School



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Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society: it provides an opening to other cultures and should foster pupils' curiosity and deepen their understanding of the world. A high-quality languages education should give pupils the opportunity to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.



At Regis Manor we have chosen French as our modern foreign language taught within key stage two. French is a language spoken by over 300 million people over the five continents and is the fifth most spoken language in the world. France is also the closest foreign country to the UK and as such a country our children are likely to visit and have a chance to apply their learning.

Learning a foreign language in primary school is important as it can support language skills, creativity, problem solving, memory and flexibility of mind.

At Regis Manor we use the scheme Language Angels to support children's learning in key stage two. Language Angels is designed to motivate children to learn French around topics that are age-appropriate to them. The scheme has been designed by a team of foreign language specialists to use in the primary classroom irrespective of a staff members linguistic ability.

In Key Stage One and Two French lessons are taught weekly throughout the year. This helps children to transfer skills and become more confident in learning the language. The lessons are taught in an engaging and interactive way with lessons including songs, music, games, word searches and puzzles.

Children throughout the school learn to answer the register in different languages from throughout the world. This helps our children understand the range of languages that are spoken in the world.

Click [here](#) to discover more about Language Angels.

Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Greetings	Colours & Numbers	Nursery Rhymes	Under the Sea	Teddy Bear Picnic	Superheroes
Year 3	French Phonetics (1) I Am Learning French	Animals	Instruments	I Am Able ...	Ice-Creams	Fruits
Year 4	French Phonetics (2) Presenting Myself	My Family	At the Tea Room	In the Classroom	What is the Weather?	Tudors
Year 5	French Phonetics (3) The Date	Do You Have a Pet?	My Home	The Olympics	Clothes	Romans
Year 6	French Phonetics (4) At School	Planets	At the Weekend	Healthy Lifestyle	Vikings	Me in the World

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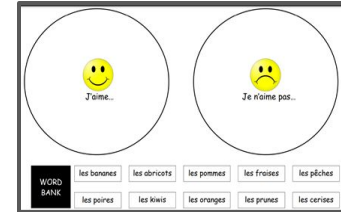
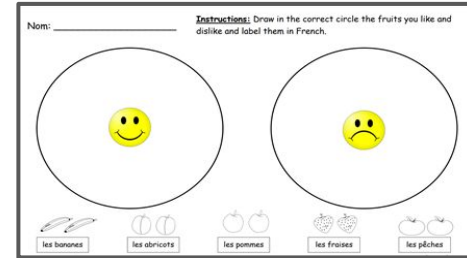


Inclusive Practice

Primary Languages teaching at Regis Manor Primary School is fully inclusive. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Examples of inclusive practice so support all children to access learning and achieve include: Embedding opportunities for over-learning, repetition and application into every lesson as learning a new language places huge demand on working memory; Using 'real-life' resources, e.g., videos of French children speaking French, physical euro notes and coins, to reinforce real world implications of language learning; Providing vocabulary lists for each lesson which learners can refer to.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Lessons are scaffolded to support children's learning through word maps, phonics mats, visual pictures and audio. Pairs and groups are regularly used for collaborative work which enable the children to support and encourage each other.



Enrichment Activities

At Regis Manor there are opportunities to develop their language skills outside of curriculum lessons in extracurricular clubs.

We also celebrate the diversity within the school and recognise the number of different cultures and languages that are spoken. Every year we hold diversity days where children get to learn about each other and gain a greater understanding of our school community.



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Impact

The immediate impact of our modern foreign language provision is that children are able to use the language that they are learning for practical purposes. They will also acquire skills that will set them up for further language learning at secondary school and in later life. Through learning French they acquire an appreciation of other cultures and the importance of looking at life from other people's perspectives.

Emphasis is also placed upon the fact that speaking a modern foreign language is a significant asset in the world of work. By starting to learn a foreign language at an early age we hope to inspire and foster pupils' curiosity about the wider world.



National Curriculum

To find more information about the national curriculum coverage for modern foreign languages click [here](#).



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Assessment

Modern foreign languages lessons are assessed in a variety of ways. One of the most important is formative assessment which is embedded into every lesson. The use of questioning and reflecting on work completed helps teachers gauge children's learning and adapt future lessons.

At the end of each unit, children have a short assessment sheet which includes listening, speaking, reading and writing to check their understanding.

LANGUAGE ANGELS			
What I Can Do After Unit - Les Habitats			
<i>In French I can...</i>	... do this all on my own, without the help of an adult or a partner.	... do most of this on my own but may need to ask an adult or my partner for some help.	... do very little on my own and need help to complete this task.
... tell you what a habitat is in French.			
... remember at least 3 things necessary in a habitat for plants and animals to survive.			
... name at least 3 different types of habitats.			
... say at least one extended sentence on an adaptation of a plant or animal.			
... present in oral or written form on a particular habitat. Where it is, what type of habitat it is and an animal or plant that lives there.			