



'Individual Growth, Individual People'

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Modern Foreign Languages Policy

Reviewed February 2017

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FORWARD

MODERN FOREIGN LANGUAGES AND THE SCHOOL CURRICULUM

Students at Newark Orchard School are entitled to a broad and balanced curriculum. This will include access to a Modern Language at an appropriate time (during the secondary years). Learning language in any form should be seen as a positive benefit for all. Those students who have learning difficulties experience positive advantages in enlarging their horizons. There is the opportunity to:-

Develop general language skills through a new learning experience, which leads to positive achievement.

Increase social skills by providing a new context for communication and interaction.

Encourage awareness of other people's places and cultures.

DFE 1995

There is no statutory requirement to teach a modern language at Key Stages 1 and 2. However, the review of the National Curriculum in England (May - July 1999) maintains the value of language learning. In common with the study of the mother tongue, the activities involved in developing a working awareness of a modern foreign language contributes to the whole school curriculum by combining physical and intellectual linguistic skills with personal and social development. Many opportunities are offered to develop oral and written communication skills, although the emphasis must remain upon the former when learning difficulties are taken into account. Insight into the way language works; prediction and memory skills are of value within the foreign language programme.

PRINCIPLES

The educational purpose of foreign language teaching for pupils with learning difficulties lies within the development of ability to use the chosen language effectively to allow practical communication. Insight is offered into the culture and civilisation of countries when the language is spoken. Enjoyment and intellectual stimulation complement the developing awareness of the nature of language and language learning.

Multicultural issues are addressed through the encouragement of positive attitudes to foreign language learning and to native speakers of foreign languages. Numerous difficulties present themselves for pupils with learning difficulties in terms of developing realistic and sympathetic approach to other cultures. The teaching of a modern foreign language provides the vehicle for the enhancement of sound multicultural philosophies. Ultimately the study of a modern foreign language will reflect upon the pupils' understanding of themselves and their own culture.

GENERIC AIMS

The opportunity to develop modern foreign language skills and access related social, cultural and geographic issues, is an exciting and stimulating activity for pupils across the ability spectrum.

The aims of the programme at Newark Orchard School are:-

1. To ensure equal opportunity of appropriate access to a modern foreign language which will include French plus discrete programmes associated with foreign field study trips, eg Italian, Dutch, etc.
2. To meet the requirements of the National Curriculum.
3. To ensure pupils experience success in the development of language skills. Progress will be measured against a series of identifiable steps through a tracking document.
4. To enable pupils to work individually and in cooperation with others in a second language.
5. To improve pupils' cultural awareness of European countries, the common threads and differences. Experiences are to be presented to enable pupils to experience at first hand life and language in different countries (see also points 7 & 8).
6. To enhance social and interactive skills.
7. To develop an awareness of 'difference' between foreign cultures and customs and their own.
8. To ensure all students experience aspects of a foreign culture, be this at a language or experiential and sensory level.

OBJECTIVES

- 1 To maximise the potential of all students experiencing a modern language:
 - a) To develop a course(s) which is appropriate and responds to the needs of the individual student within the framework of the National Curriculum.
 - b) To recognise and accommodate the differentiated needs of individual students in each discrete attainment area.
 - c) To encourage independent learning.
 - d) To develop the ability to work with colleagues and others.
 - e) To consider and identify activities suitable for assessment.
 - f) To provide opportunities for homework and home study activity, particularly when associated with foreign field study programmes.
- 2 To create a simulating environment:
 - a) Make use of the target language as much as is feasibly possible. Make the language functional - real language for real situations.
 - b) Make use of authentic objects, materials and resources.

- c) Develop a multi-media approach to the course using and including music, tv, videos, computers etc.
 - d) Encourage cross-curricular reinforcement.
- 3 To provide an enjoyable experience of a modern foreign language:
- a) To stimulate language through a variety of creative activities.
 - b) To provide regular opportunities to respond to listening and reading activities.
 - c) Encourage the use of ICT and access to the internet to further inform youngsters of life in European countries.
- 4 To encourage knowledge and appreciation of the foreign country as a different place:
- a) Use realistic and authentic materials, eg local maps, money, etc., in simulated or role-play activities to prepare pupils for real life, practical experiences.
 - b) To establish a programme of field study visits which incorporate practical opportunities and exposure to the European way of life.
 - c) To actively establish contact with native speakers.
 - d) To establish inter-school links with selected establishments in foreign countries.

CURRICULUM DESIGN (no change 2006)

Through a modular approach, the programmes of study for French will cover the four National Curriculum Attainment Targets.

AT1	LISTENING	the development of students' ability to understand and respond to spoken language.
AT2	SPEAKING	the development of students' ability to communicate.
AT3	READING	the development of students' ability to read, understand and respond to the written language.
AT4	WRITING	the development of students' ability to communicate in writing.

PROGRAMME OF STUDY

The Programme of Study is in two parts.

PART 1 - LEARNING AND USING THE TARGET LANGUAGE

Pupils will be given opportunities to take part in activities in the target language using a range of language skills. Being able to communicate effectively is the priority aim and children will be encouraged to respond and use the active language"

This will be prompted through: -

- 1 Communicating in the target language.
- 2 Language skills.
- 3 Language - learning skills and knowledge of language.
- 4 Cultural awareness.

PART 2 - AREAS OF EXPERIENCE

In Key Stage 3 and 4 pupils will study the following areas. Extension programmes may be developed, as required

- A Everyday activities and experiences.
- B Myself, my family and social experiences
- C The European experience

THE MODULAR PROGRAMME

All pupils will access a rolling programme of one-term modules delivered weekly. In keeping with the secondary curriculum at Newark Orchard School. There will be timetabled periods dedicated to this subject, and delivery will be by the class teacher.

Note: the programme is not a prescribed course. The themes and activities are flexible, responding to pupils' needs and development.

The module topics are: -

1 C'est Moi

Aims to promote language related to:

- People and personal possessions
- Colours
- Numbers 1 - 7
- An introduction to France

2 Super Sportif

Aims to promote language related to:

- Sports
- Likes and dislikes
- Days
- Greetings
- Personal information

3 J'ai Faim J'ai Soif

Aims to promote language related to:

- Food and drink
- The alphabet

4 Temps Libre

Aims to promote language related to:

- Leisure activities
- Weather
- Months

5 En Forme

Aims to promote language related to:

- Parts of the body
- Aches and pains
- Health and fitness

6 En Ville

Aims to promote language related to:

- Where students live
- Around town
- Positions
- Jobs in town

DELIVERY

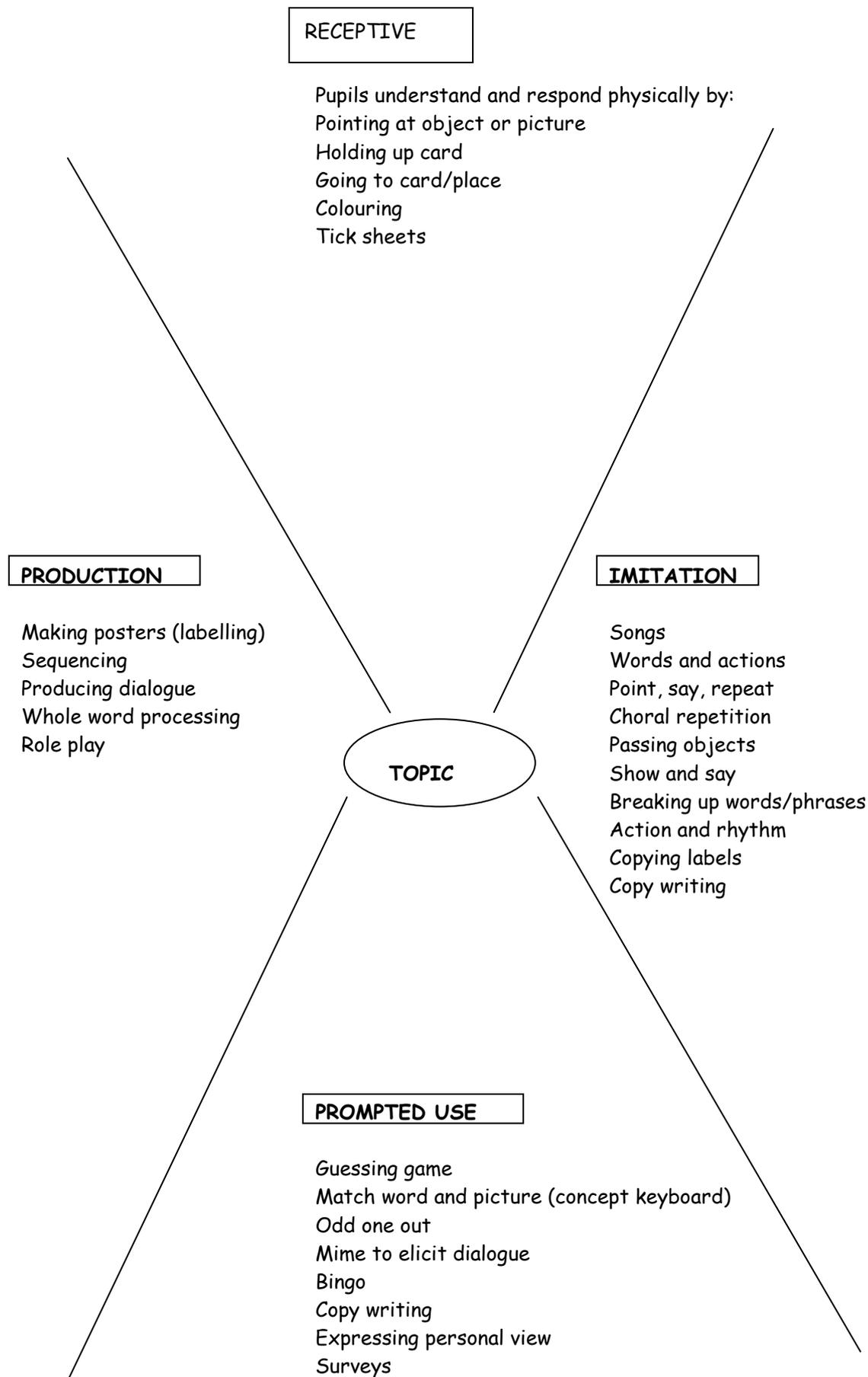
All methods of teaching and learning will endeavour to emphasise the characteristics of communication:-

- 1 There will be a real purpose to the use of language.
- 2 There may be unpredictable outcomes.
- 3 All forms of verbal and on-verbal communications will be promoted.
- 4 All participants will be encouraged to be sensitive and supportive.

Language learning only takes place when students are actively involved. A wide spectrum of strategies will be employed, including:-

- 1 Language items broken down to small manageable steps.
- 2 Constant reinforcement, consolidation and differentiation.
- 3 Classroom management which allows students to work individually, as pairs or groups.
- 4 Opportunities for self-directed learning.
- 5 Constant praise and encouragement.
- 6 Appropriate use of target language.
- 7 Rewards are linked to the whole school merit system.
- 8 Language learning is fun.

This diagram offers an indication of how modular topics are developed.



ASSESSMENT AND RECORDING OR ACHIEVEMENT

ASSESSMENT AND RECORDING

The National Curriculum provides the framework for assessing attainment at levels within each Key Stage. The achievement of students will be recorded by means of assessment sheets based on National Curriculum Attainment Targets at the levels appropriate for the individual student. As well as assessment sheets, pupils will be encouraged to record aspects of French, eg., their field study experiences through other means, ie., a visits diary, video film or using a camera etc, in order to build up their own record of achievement.

All pupils/students undertaking modern foreign languages will have their progress and achievement recorded on a continuous tracking document. A pupil's National Curriculum attainment level will be reported on their end of year Annual Report.

The National Curriculum Council's Non-Statutory Guidance: Modern Languages, gives equal weight to the four attainment targets of Speaking, Listening, Reading and Writing. For pupils with learning difficulties it is reasonable to concentrate on those aspects that promote and encourage existing skills. Arguably, this might mean that writing, for example, is given less emphasis than speaking and listening, especially if we consider that language development and communication is of more value and relevant to the particular teaching group. However, the individual education programme for each pupil will identify the balance.

RECORDING ACHIEVEMENT

In addition to formal assessment against National Curriculum criteria, pupils will celebrate their developing language skills in a way which contributes to the school's Record of Achievement process. Upon completion of a module, pupils will complete a review related to each area of skill acquisition and will identify their achievements, their difficulties and their next target.

ACCREDITATION

Students in Key Stage 4 will gain accreditation through AQA (NEAB) Unit Award Scheme.