

Annanhill Primary School



MODERN LANGUAGES IN THE PRIMARY SCHOOL POLICY

1. Rationale

- a) Through learning other languages pupils will make connections with different people and cultures allowing them the opportunity to be *Global Citizens*.
- b) There is good evidence that an early start in learning a foreign language means a deeper and more lasting learning. Early learning means that teenage inhibitions are avoided, and that the 'babyish' conversations and activities are done at an appropriate age.
- c) An effective method of learning a language is through linking it with the curriculum as a whole as a result, the use of the foreign language can contribute to the achieving of several of the Learning Outcomes across all curricular areas.
- d) Learning a foreign language should be an enjoyable experience, through access to varied materials and experiences. Opportunities to use the language through ICT, play, music and drama will help pupils engage with the language.
- e) The development of foreign language skills in primary schools is part of a progressive line of development in language for pupils throughout their lives and allows them to understand and communicate.

2. Aims

The aim of foreign language teaching in the primary school is help pupils become:

a) Effective Contributors -

- To teach pupils to use the foreign language for real purposes;
- To encourage in the pupils the ability to communicate by means of the spoken and the written word within an appropriate and meaningful context.

b) Confident Individuals -

- To develop confidence by fostering in the pupils an attitude which makes them willing to experiment with language;
- To provide an enjoyable, meaningful and rewarding education experience.

c) Successful Learners -

- To develop in the pupils skills and strategies which will support their future language needs;
- To develop an awareness of language processes and purposes (in English as well)

d) Responsible Citizens -

- To contribute to learning about ways of life in other countries in such a way that they will develop positive attitudes towards other countries and their customs.

Methodology

- The use of the foreign language has to be according to the level of the teacher's confidence and skills.
- The purpose of the lesson should be shared with pupils as a Learning Intention.
- It may be more practical to present new material as a whole class. Pupils should have opportunities to work in groups, in pairs and individually.
- Accurate pronunciation should be developed through songs, rhymes and stories and where practicable pupils should have access to materials that use native speakers.
- Active use of the language and enjoyment should be encouraged through the use of stories, games and drama.
- ICT should be used to enhance foreign language teaching. This can be the use of DVDs, CD-ROMs, web sites, interactive white board, MP3 players, CDs of songs, digital and video cameras.
- P1-3 language learning should be oral/aural. In P4 reading and writing should be introduced and developed in a progressive way, though the opportunities to develop oral/aural language should still have a major emphasis.
- Where appropriate and practicable, teachers use of the foreign language during the school day e.g. the use of simple language for organising or praising or discussing topics such as the weather, days, dates and personal details.
- Although topics may be introduced at earlier stages all topics should be revisited on a regular basis from P1 to P7. Opportunities should be given for pupils to apply their previous learning in progressively more challenging activities.
- Where there is a natural link foreign language learning should be related to other areas of the curriculum.
- Language content will include vocabulary and structures associated with the different curricular areas (see Appendix 1); language used to guide pupils through an activity; language for comprehension and response; language for pupils' production and use. Pupils should also have opportunities to select vocabulary they think they'll need.
- Differentiation may take the following forms:
 - Different tasks for different ability groups
 - Differing degrees of teacher support/peer support
 - Differing expectation of standards
- Assessment should be ongoing and formative. Pupils should have opportunities to assess their own and their peer's progress in learning e.g. through the use of ICT. Pupils should maintain a portfolio of annual targets that they fill in as they meet that target.
- As pupils move on to the next stage teachers will highlight a skills sheet (appendix 2) of skills covered and pass this on to the next teacher.
- Modern Languages are taught from P1 to P7. Within that time, all pupils will be taught French. 'Tasters' of other languages such as Mandarin, Spanish or languages of a country being studied may be introduced.

Appendix 1

The following topics will be introduced at these stages. They will be revisited and developed further during subsequent stages.

P1

- Greetings: *Bonjour! Au revoir!*
- Basic words: *s'il vous plait, merci, oui, non*
- *Je m'appelle*
- Numbers: 1-10

P2

- Calendar: Days
- Colours
- *Ça va?*
- *J'habite à*
- *J'ai ___ ans*
- Holiday destinations in France

P3

- Class instructions
- Calendar: Months
- Numbers: 11-20
- Pets
- Classroom objects
- French landmarks

P4

- Numbers 21-31 and Ordinal numbers
- Weather
- Nationalities/countries
- French Festivals

P5

- Numbers 31-50
- Families
- French Culture

P6

- Hobbies and Sports
- Alphabet
- Famous French People
- North American French speaking countries

P7

- Numbers 51-100
- Food and Drink
- African French speaking countries

NB: all work with P1-3 will be oral, text may be displayed for pupils who like visual prompts, reading and writing introduced in P4

Appendix 2

Skills Progression

Primary 1

Learning Outcome	Skill
I can listen to and show understanding of familiar instructions and language from familiar voices and sources. LAN 251MA	<ul style="list-style-type: none"> • I can sing a song in French • I can understand and count to 10 in French • I can say please and thank you in French • I can say Happy Birthday in French • I can say Good Morning to my teacher in French
I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures LAN 253MB	<ul style="list-style-type: none"> • I can say hello to my friend in French • I can role play in French using hello and goodbye • I can ask someone their name in French • I can say my name in French

Primary 2

Learning Outcome	Skill
I can listen to and show understanding of familiar instructions and language from familiar voices and sources. LAN 251MA	<ul style="list-style-type: none"> • I can say a French rhyme • I can say what day today is • I can identify colours in French
I can listen and respond to familiar voices in short, predictable conversations using straightforward language and/or non-verbal techniques such as gesture and eye-contact. LAN 252MB	<ul style="list-style-type: none"> • I can ask someone how they are in French and tell them how I am feeling • I can say the days of the week
I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. LAN 253MB	<ul style="list-style-type: none"> • I can say where I live in French and ask others where they live • I can say what age I am in French and ask others
I can participate in familiar collaborative activities including games, paired speaking and short roles plays LAN 255MB	<ul style="list-style-type: none"> • I can say where I live in French and ask others where they live • I can say what age I am in French and ask others
I have worked with others, using ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in the country where the language I am learning is spoken. LAN 257MC	<ul style="list-style-type: none"> • I can find out what types of holidays I could go on in France

Primary 3

Learning Outcome	Skill
<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. LAN 251MA</p>	<ul style="list-style-type: none"> • I can listen to a French story and listen for French words I know • I can follow classroom instructions
<p>I can listen and respond to familiar voices in short, predictable conversations using straightforward language and/or non-verbal techniques such as gesture and eye-contact. LAN 252MB</p>	<ul style="list-style-type: none"> • I can say the months of the year in French • I can count to 20
<p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures LAN 253MB</p>	<ul style="list-style-type: none"> • I can say what pet I have • I can name the items in my pencil case
<p>I can participate in familiar collaborative activities including games, paired speaking and short roles plays LAN 255MB</p>	<ul style="list-style-type: none"> • I can listen to a French story and listen for French words I know • I can colour a picture using colour instructions given in French • I can do add and take away sums in French
<p>I have worked with others, using ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in the country where the language I am learning is spoken. LAN 257MC</p>	<ul style="list-style-type: none"> • I have learned about capital cities and landmarks in Scotland and France
<p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words. LAN 258MD</p>	<ul style="list-style-type: none"> • I can identify letters which are silent in French

Primary 4

Learning Outcome	Skill
<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. LAN 251MA</p>	<ul style="list-style-type: none"> I can say the day, date, month and weather on a daily basis
<p>I can listen and respond to familiar voices in short, predictable conversations using straightforward language and/or non-verbal techniques such as gesture and eye-contact. LAN 252MB</p>	<ul style="list-style-type: none"> I can follow classroom instructions when playing a game
<p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures LAN 253MB</p>	<ul style="list-style-type: none"> I can say some nationalities and countries in French
<p>I can participate in familiar collaborative activities including games, paired speaking and short roles plays LAN 255MB</p>	<ul style="list-style-type: none"> I can participate in a recorded/ filmed interview in French
<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. LAN 256MC</p>	<ul style="list-style-type: none"> I can prepare and present a weather forecast
<p>I have worked with others, using ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in the country where the language I am learning is spoken. LAN 257MC</p>	<ul style="list-style-type: none"> I have researched a French festival
<p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words. LAN 258MD</p>	<ul style="list-style-type: none"> I can read a short story or poem aloud in French
<p>I have worked on my own and with others to understand a text using appropriate resources. I can read and demonstrate understanding of words, signs, phrase and simple texts containing mainly familiar language. LAN 259ME</p>	<ul style="list-style-type: none"> I can match weather phrases and pictures.
<p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning. LAN 263MH</p>	<ul style="list-style-type: none"> I can compare the -di and -day endings between French and English words
<p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. LAN 264MH</p>	<ul style="list-style-type: none"> Match French words for countries with English words and look for similarities which help me in this task
<p>I can use familiar language to describe myself and to exchange straightforward information. LAN 265MI</p>	<ul style="list-style-type: none"> I can write a fact file about myself giving my name, age, where I live, pets and favourite colour.
<p>I have used my knowledge of language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. LAN 266MJ</p>	<ul style="list-style-type: none"> I can copy vocabulary accurately

Primary 5

Learning Outcome	Skill
<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. LAN 251MA</p>	<ul style="list-style-type: none"> I can memorise a short rhyme in French
<p>I can listen and respond to familiar voices in short, predictable conversations using straightforward language and/or non-verbal techniques such as gesture and eye-contact. LAN 252MB</p>	<ul style="list-style-type: none"> I can describe how I am feeling using adjectives of emotion I can describe my family
<p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures LAN 253MB</p>	<ul style="list-style-type: none"> I can calculate in euros I can describe how I am feeling using adjectives of emotion I can ask others about their families
<p>I can ask for help confidently using learned phrases and familiar language. LAN 254MB</p>	<ul style="list-style-type: none"> I can ask for classroom items in French
<p>I can participate in familiar collaborative activities including games, paired speaking and short roles plays. LAN 255MB</p>	<ul style="list-style-type: none"> I can use numbers to 50 in French I can calculate euros in French
<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. LAN 256MC</p>	<ul style="list-style-type: none"> I can label a map of Europe and describe the countries in French
<p>I have worked with others, using ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in the country where the language I am learning is spoken. LAN 257MC</p>	<ul style="list-style-type: none"> I have researched aspects of French culture
<p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words. LAN 258MD</p>	<ul style="list-style-type: none"> I can identify French words which are used in English
<p>I have worked on my own and with others to understand a text using appropriate resources. I can read and demonstrate understanding of words, signs, phrase and simple texts containing mainly familiar language. LAN 259ME</p>	<ul style="list-style-type: none"> I can read a short passage about families I can read the date in French I can read a short text in French and sequence the events in English
<p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning. LAN 263MH</p>	<ul style="list-style-type: none"> I can identify French words which are used in English

<p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. LAN 264MH</p>	<ul style="list-style-type: none"> • I can identify French words which are used in English
<p>I can use familiar language to describe myself and to exchange straightforward information. LAN 265MI</p>	<ul style="list-style-type: none"> • I can write about my family in French • I can write the date in French • I can use ICT to write class labels in French
<p>I have used my knowledge of language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. LAN 266MJ</p>	<ul style="list-style-type: none"> • I can suggest success criteria to improve my writing

Primary 6

Learning Outcome	Skill
<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. LAN 251MA</p>	<ul style="list-style-type: none"> • I can follow art and craft instructions in French • I can follow PE instructions in French • I can collaborate with others to write and perform a short rhyme in French.
<p>I can listen and respond to familiar voices in short, predictable conversations using straightforward language and/or non-verbal techniques such as gesture and eye-contact. LAN 252MB</p>	<ul style="list-style-type: none"> • I can do mental calculations and games within 100. • I can say which hobbies and sports I like and dislike
<p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures LAN 253MB</p>	<ul style="list-style-type: none"> • I can give a short presentation about myself • I can participate in a role play about a historical family/imaginary family
<p>I can ask for help confidently using learned phrases and familiar language. LAN 254MB</p>	<ul style="list-style-type: none"> • I can follow art and craft instructions in French • I can follow PE instructions in French
<p>I can participate in familiar collaborative activities including games, paired speaking and short roles plays LAN 255MB</p>	<ul style="list-style-type: none"> • I can say the alphabet in French • I can do mental calculations in French within 100
<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. LAN 256MC</p>	<ul style="list-style-type: none"> • I can give a short presentation about myself
<p>I have worked with others, using ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in the country where the language I am learning is spoken. LAN 257MC</p>	<ul style="list-style-type: none"> • I can research French speaking countries in North America • I can research famous French people.
<p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words. LAN 258MD</p>	<ul style="list-style-type: none"> • I can perform a rhyme that I have helped to write in French
<p>I have worked on my own and with others to understand a text using appropriate resources. I can read and demonstrate understanding of words, signs, phrase and simple texts containing mainly familiar language. LAN 259ME</p>	<ul style="list-style-type: none"> • I can match a written description of families to photos.

<p>I have worked with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. LAN 260MF</p>	<ul style="list-style-type: none"> • I can research French speaking countries in North America
<p>I have selected and can read, on my own and with others, a variety of straightforward texts of different types, including short imaginative accounts and poetry, which may have been adapted. LAN 261MG</p>	<ul style="list-style-type: none"> • I can read fiction and non-fiction texts related to my other class work.
<p>I can understand how a bilingual dictionary. LAN 262MH</p>	<ul style="list-style-type: none"> • I can find the English meaning of a French word using a dictionary.
<p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning. I can make comparisons and explore connections between spelling patterns in English and the language I am learning. LAN 263MH</p>	<ul style="list-style-type: none"> • I can compare the alphabet in English and French.
<p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. LAN 264MH</p>	<ul style="list-style-type: none"> • I can compare not and ne__pas.
<p>I can use familiar language to describe myself and to exchange straightforward information. LAN 265MI</p>	<ul style="list-style-type: none"> • I can write a short rhyme with my group.
<p>I have used my knowledge of language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. LAN 266MJ</p>	<ul style="list-style-type: none"> • I can check my spelling using a word bank.

Primary 7

Learning Outcome	Skill
<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. LAN 251MA</p>	<ul style="list-style-type: none"> I can say and understand telephone numbers in French
<p>I can listen and respond to familiar voices in short, predictable conversations using straightforward language and/or non-verbal techniques such as gesture and eye-contact. LAN 252MB</p>	<ul style="list-style-type: none"> I can use the French alphabet to spell my name.
<p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures LAN 253MB</p>	<ul style="list-style-type: none"> I can design and use a questionnaire about food likes and dislikes
<p>I can ask for help confidently using learned phrases and familiar language. LAN 254MB</p>	<ul style="list-style-type: none"> I can communicate only in French during an art lesson.
<p>I can participate in familiar collaborative activities including games, paired speaking and short roles plays LAN 255MB</p>	<ul style="list-style-type: none"> I can write and perform a role play script.
<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. LAN 256MC</p>	<ul style="list-style-type: none"> I can give a presentation about myself, my likes and dislikes.
<p>I have worked with others, using ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in the country where the language I am learning is spoken. LAN 257MC</p>	<ul style="list-style-type: none"> I can research French recipes.
<p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words. LAN 258MD</p>	<ul style="list-style-type: none"> I can conjugate popular verbs.
<p>I have worked on my own and with others to understand a text using appropriate resources. I can read and demonstrate understanding of words, signs, phrase and simple texts containing mainly familiar language. LAN 259ME</p>	<ul style="list-style-type: none"> I can read an adapted text in French about a French speaking African country
<p>I have worked with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. LAN 260MF</p>	<ul style="list-style-type: none"> I can read an adapted text in French about a French speaking African country
<p>I have selected and can read, on my own and with others, a variety of straightforward texts of different types, including short imaginative accounts and poetry, which may have been adapted. LAN 261MG</p>	<ul style="list-style-type: none"> I can access French web-sites to support topics I am working on (e.g. French school web-sites for dinner menus)

<p>I can understand how a bilingual dictionary. LAN 262MH</p>	<ul style="list-style-type: none"> • I can use a French dictionary to find the French meaning of an English word.
<p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning. LAN 263MH</p>	<ul style="list-style-type: none"> • I can conjugate popular verbs
<p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. LAN 264MH</p>	<ul style="list-style-type: none"> • I can compare French and English irregular verbs.
<p>I can use familiar language to describe myself and to exchange straightforward information. LAN 265MI</p>	<ul style="list-style-type: none"> • I can write a short passage about myself. • I can compile my questionnaire results in graphs and charts. • I can devise a food rap.
<p>I have used my knowledge of language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. LAN 266MJ</p>	<ul style="list-style-type: none"> • I can suggest possible phrases I could use in my writing activities.

Appendix 3

French Resources

Teachers' Books

Young Pathfinder

- Games and fun activities x 2
- Keep talking
- The Literacy Link x 2
- Making the Link x 2
- First steps to reading and writing x 2
- Keep talking
- Grammar is fun
- Are you sitting comfortably?
- Catching them young
- Let's join in!
- Collins Primary French teacher handbook
- Early Start teacher notes and DVD 1 and 2
- Take 10 PE activities

Pupils' Books

- L'alphabet
- Colour in French
- Bon Anniversaire x 2
- Hide and Speak in French
- More Hide and Speak in French
- Un, deux, trois - First French Rhymes
- Max et Mathilde - En vacances
- Plume s'amuse
- Fripon, le chaton
- Polisson, le petit mouton
- B Small Publishing - Les couleurs
- B Small Publishing - Les contraires
- B Small Publishing - Les nombres
- B Small Publishing - Les animaux
- B Small Publishing - La famille
- B Small Publishing - Les vêtements
- Mes animaux
- Je suis tres gros

- Je veux ma banane!
- French Readers - La nourriture
- French Readers - Quel temps fait-il?
- French Readers - Les couleurs
- French Readers - À l'école
- French Readers - Mon corps
- French Readers - Mes vêtements
- French Readers - La famille
- French Readers - Où j'habite
- Silence, Père Noël
- Lapin Brun aime les formes
- Mon papa
- À la maison
- Robin au pays de jouets
- La Fête des Jouets
- La chenille qui fait des trous
- Boucles d'Or et les trios ours
- La Petit Éléphante
- Secrets à dire
- Oxford French Dictionary x 5
- L'Univers
- Les déchets et le recyclage
- À l'école
- Cendrillon
- Les trios petits cochons
- Bonjour Berthe
- Berthe Fait une Pizza
- Le Semaine de Berthe
- Festivals and Food France
- Mon Premier Atlas
- Ma Première Histoire de France
- Flip Quiz French

CDs

- Français Français 1 x 4
- Français Français 2 x 4
- Français Français 3 x 4
- French on the Move
- Salut Serge

- Sing and Learn in French
- Chantez Plus Fort
- Take 10

DVDs and videos

- Salut Serge
- First Fun in French
- Early Start 1 and 2

ICT equipment

- 10 MP3 players
- 5 easi-speaker microphone recorders
- French is Fun CD rom

Games

- Velcro body parts
- French picture word cards
- Farm animal lotto
- Le jeu de nombres
- Les couleurs bean bags
- Les mois lotto
- Les fruits lotto
- Euro notes

Flashcards, Song laminates and vocabulary lists

- Numbers
- Colours
- Days
- Months
- Weather
- Family
- Pets
- Zoo animals
- School
- Clothes
- Parts of the Body
- Food and Drink
- Sports

- Hobbies
- Transport

Posters

- Le verbe 'avoir'
- Le verbe 'être'
- La maison

Puppets

- 2 x parrots
- 1 x monkey
- 1 x twinkle twinkle little star
- 1 x incy wincy spider
- Class set of bird puppets