

**Whatever you do, work at it with all your heart.  
Colossians 2:23**



# **Policy on Modern Foreign Languages (MFL)**

**2018**

## **Mission Statement:**

At St Mark's Elm Tree CE VA Primary School we will:

- Welcome everyone
- Build Christian values and worship into our teaching
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our world

*Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. We do not tolerate bullying.*

## **1 Aims and objectives**

1.1 In our school, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2 and that all children should have an awareness of different languages regardless of age. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

1.2 Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- develop particular language-learning skills;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;

- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

## **2 Teaching and learning style**

- 2.1 We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.
- 2.2 We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the QCA Schemes of Work for MFL at Key Stage 2. We are adapting this to the context of our school and the abilities of our children.
- 2.3 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include ICT, games, role-play and songs (particularly action songs). Whenever possible we use puppets and soft toys to demonstrate the foreign language, and we invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.
- 2.4 We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.
- 2.5 We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.
- 2.6 We allow for differentiation by:
- using peer support – we partner pupils of disparate ability;
  - setting common tasks which are open-ended and can have a variety of responses;

- providing resources of different complexities, matched to the ability of the child.

2.7 We assess the children's progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:

- AT1: Listening and responding;
- AT2: Speaking;
- AT3: Reading and responding;
- AT4: Writing.

### **3 Organisation**

3.1 Throughout Foundation and KS1 the children have experience of a variety of languages related to their curriculum topics and everyday routines e.g. answering the register. The organisation and choice of language is at the discretion of the class teacher. These children also take part in the Dinocroc scheme wherever possible.

We teach a foreign language to children throughout Key Stage 2. The way in which this is organised varies, depending on our staffing situation each year. The class teacher introduces the subject in Year 3 and we build on this in Y4/5/6. In Years 5 and 6, we try to build some specialist language teaching into the normal school curriculum using our links with the local Secondary schools. This is sometimes done by timetabling language lessons each week, or it may be done by planning for 'block' weeks of intensive instruction. This should average out to the equivalent of one hour a week but this may include cross-curricular time. We also plan opportunities for language learning in the teaching of other subjects (see Section 5 below).

3.2 We also strive to ensure that our children's transition to secondary school is as smooth as possible making the schools aware of the children's experiences.

### **4 The curriculum**

4.1 French is the modern foreign language that we will teach in KS2.

The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the QCA Schemes of Work for MFL at Key Stage 2.

4.2 We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;

- use dictionaries;
- work in pairs and groups to communicate in the other language;
- look at life in another culture.

## **5 The contribution of MFL to teaching in other curriculum areas**

### **5.1 English**

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure.

### **5.2 Mathematics**

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

### **5.3 Personal, social and health education and citizenship**

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel 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.

### **5.4 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 multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

### **5.5 Geography**

We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). MFL pupils likewise learn about the climate of the countries in which the language is spoken.

### **5.6 Music**

The children learn songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question

### **5.7 History**

Whenever possible the children learn about significant historical figures and events in the history of the countries whose language we are studying

## 5.8 Science

Children reinforce their knowledge of parts of the body through related games, such as versions of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

## 5.9 PE

The children learn dances from the countries in which the foreign language is spoken. Many of the games we use to teach children modern foreign languages are very active games that require fast reactions, e.g. French versions of 'Simon Says' and 'Grandmother's Footsteps'.

## 6 Modern foreign languages and ICT

6.1 We have access to various resources through the Internet and school network which can be used very effectively on the Interactive White Board. We also enable the children to use digital and video cameras, in order to record performances of songs, role-plays or mini-dramas.

## 7 Modern foreign languages and inclusion

7.1 At our school, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 Intervention for SEN pupils will lead to the creation of an SEN support plan for children with special educational needs. The support plan may include, as appropriate, specific targets relating to the modern foreign language.

7.4 We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (e.g. playing a playground game in a modern foreign language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment for learning

8.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by setting specific tasks to evaluate what the children have learned. The school uses the four national attainment targets to evaluate the progress of each child,

and to provide information to the secondary school when the children transfer.

- 8.3 KS2 children are encouraged to make judgements about how they can improve their own and each other's work by keeping a folder.

## **9 Resources**

- 9.1 We are building up links with the local specialist language college (Ian Ramsey). This enables us to access specialist language teaching and additional resources (e.g. audio and interactive CDs; videos and DVDs; books, games and artefacts) which supplement our own more modest collection of resources. These resources are kept in the Humanities cupboard and there are dual language books and French Dictionaries in the library.

## **10 Monitoring and review**

- 10.1 We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school.

The coordination and planning of the MFL curriculum are the responsibility of the Humanities Working Party who support colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;

- gives the Head Teacher a summary report when requested in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and when possible to observe MFL lessons across the school.

- 10.2 The Head Teacher reports to the governing body on the progress of children in MFL, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our teaching.

- 10.3 This policy will be reviewed at least every two years.

Signed.....Date.....