



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Modern Foreign Languages

**Date of Policy:** May 2020

**Member of Staff responsible:** H. Watson

**Review date:** May 2023

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## Modern Foreign Languages Policy

### RATIONALE

The learning of a foreign language provides a valuable educational, social and cultural experience for children. They develop communication and literacy skills that lay the foundation for future language learning. Children develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between another language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to children's learning; giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

The teaching of modern foreign languages in primary schools is now statutory at KS2.

### AIMS AND OBJECTIVES

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Learning objectives are based on the progressive strands of teaching and learning as set out in the Languages Key Stage 2 Programme of Study (2013).

The children are taught how to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing



- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## **PLANNING MFL**

Planning in Key Stage 2 is based on the objectives and learning outlined in the Languages Key Stage 2 Programme of Study (2014), with the aim that this will allow the children to progress in their learning and reach the aims and objectives outlined above.

These objectives are delivered using a range of resources. There are two main schemes used: **Early Start French** and **Catherine Cheater Scheme of Work for French**. These schemes provide teachers with a structure and a recommended set of resources through which these expectations might be met. DVDs, audio CDs and interactive whiteboard activities are used to help to bring native-speaker voices into the classroom, and to make the learning culturally-based and enjoyable.

Through the progression of lessons, listening, speaking, reading and writing skills are developed, as well as dictionary skills, spelling skills, language learning strategies, knowledge about language, and intercultural understanding.

## **TEACHING STYLES AND STRATEGIES**

The teaching is based on the Languages Key Stage 2 Programme of Study (2014). Much language learning can be done informally and incidentally through using the language for real purposes e.g. taking the register, classroom commands, giving routine instructions, learning and singing songs, celebrating achievements and birthdays. This strategy is employed across Key Stage 1 and 2. Some elements of learning a foreign language need direct teaching in actual lessons so in Key Stage 2 there is a time-tabled half hour lesson per week which forms a part of the school's policy to provide an enriched curriculum.

Teachers use a variety of techniques to encourage the children to have an active engagement with the Modern Foreign Language. Listening, responding and speaking skills are emphasised across both key stages and then simple reading and writing skills in KS2. A multi-sensory and kinaesthetic 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. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Both in lessons and in informal use of the foreign language the emphasis is on having fun.

## **EQUAL OPPORTUNITIES**

It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within Modern Foreign Language activities, regardless of race, gender, ability or Special Educational Needs.

## **SPECIAL NEEDS**

Any children who are identified as having 'special needs' are given the help that they require to access the MFL curriculum. Where children have a degree of physical, sensory or behavioural



difficulties in the making of products, they should be encouraged to participate in MFL activities with help from others.

### **GIFTED AND TALENTED**

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The MFL and Gifted and Talented Coordinators should be informed. Pupils who are Gifted and Talented within MFL are offered the same curriculum as all other children, however they may work on activities at an extended level, using support staff and the Gifted and Talented Co-ordinator to give extra guidance where appropriate.

### **I.C.T.**

Smartboards, computers and digital cameras are available within each classroom, as well as centrally stored audio recording equipment. Appropriate software (Word, PowerPoint, Notebook) to support the teaching of MFL is available. The ICT suite enables access to the Internet and the use of a scanner to give further support.

### **ASSESSMENT, RECORDING AND REPORTING.**

At the end of the academic year, teachers record their assessments against the national curriculum objectives and record on O Track, if the child has met the expected level for their year group in languages.

### **RESOURCES**

The school is continuing to develop a range of resources for use in MFL teaching, which are developed and added to in line with developments within the curriculum area.

### **ROLE OF THE CURRICULUM LEADER**

The curriculum leader for Modern Foreign Languages works with the whole school staff to develop a cohesive MFL experience throughout the school.

The curriculum leader will also:

- Support colleagues in their development and understanding of detailed work plans and implementation of the scheme of work and in assessment and record keeping.
- Take responsibility for the purchase, maintenance and organisation of resources for MFL, taking into account cost effectiveness.
- Keep up to date with developments in MFL provision and teaching
- Attend curriculum leader meetings and courses provided by the Local Authority, cluster groups or other colleagues.
- Monitor and review the planning and delivery of French throughout the school.
- Advise the Headteacher of action required (e.g. resources, standards etc).
- Encourage and assist in-service training.

Modern Foreign Language is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. However some of these skills and knowledge can be applied across the curriculum to support work in other subjects, particularly in Literacy.