



Policy for Modern Foreign Languages



January 2017

To be reviewed January 2019

Introduction

This policy outlines the teaching, management and organisation of MFL at Worth Primary School. The new National Curriculum 2014 states why we teach in schools:

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils 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, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'

Mission Statement

At Worth Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils and are keen to promote the introduction of a Modern Foreign Language to all pupils of primary age.

Educational Aims

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.
- can develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English

Objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable and fun

- stimulate and encourage children's curiosity about language
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries
- develop their speaking and listening skills
- lay the foundations for future study
- extend language teaching beyond mother tongue learning.

Approach

We believe in a communicative approach in which all pupils can actively engage in meaningful tasks. Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant. A multi-sensory 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.

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., ask and answer questions, use correct pronunciation and grammar, memorise words, interpret meaning, work in pairs and groups and communicate in French and to look at life in another culture.

Tasks and activities will: have clear, achievable objectives; be carefully planned and structured; be practical, active and varied; involve the use of ICT where appropriate ;include whole class, small group and pair work and promote success and self-esteem.

French will continue to be the language taught at Worth Primary. As it is not statutory in KS1 and EYFS, it is not taught within a planned scheme of work. However, it is hoped that, at the teacher's discretion, some French vocabulary, such as numbers and greetings will be taught.

Each class in Key Stage 2 will receive 30-40 minutes of discrete language learning a week. Additionally, all pupils will take part in biennial whole school Language Days, which provide an intercultural experience for children to learn together.

Planning

In KS2 French will be taught within a planned scheme of work based on *Toute le Monde*. Years 3 and 4 will study *Toute le Monde*, level 1, supplemented by activities from <http://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm> and other resources selected by the teacher.

Years 5 and 6 will study *Toute le Monde*, level 3, supplemented by <http://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm> and other resources selected by the teacher.

In addition to the dedicated lesson, French can be **embedded** into other lessons.

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson. This acts to reinforce the vocabulary and structures they have learned. There is also '**incidental learning**' in which a language become part of the day. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'). Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

Intercultural understanding. Learning French provides an opportunity to learn about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

To ensure balanced coverage within the mixed-age classes at Worth School, a two-year rolling cycle is followed within the scheme of work. The areas of language learning are planned so that they build upon prior learning, whilst providing plenty of repetition. There are opportunities for children of all abilities to develop their skills and understanding in each topic and progression is built into the scheme so that children are continually challenged as they move up through the school.

Assessment

Children will be assessed informally by the class teacher as lessons progress. During the course of a unit of work, Listening and Reading skills can be assessed via the online quizzes on *Tout le Monde*. During the course of the year, children will be assessed by the teacher against the objectives set out in the National Curriculum and a record of their achievement will be passed to subsequent teachers throughout Key Stage 2.

Equal opportunities

All pupils will have an equality of access to a broad and balanced foreign language curriculum irrespective of gender, ethnicity or special educational needs.

Inclusion

- Learning a modern foreign language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities.
- Any programmes of study or teaching materials in use may be modified to give all pupils relevant and appropriately challenging work.

Written By: Laura Smith January 2017

Approved by governors: February 2017

To be reviewed: January 2019