



Gedney Church End and Lutton St Nicholas Federated Primary Schools

Policy for Modern Foreign Languages

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Introduction

Modern Foreign Languages contribute to the primary school curriculum in that:

- the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils;
- pupils develop communication and literacy skills that lay the foundation for future language learning;
- pupils 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 pupils' learning, giving them an insight into their own culture and the culture of others. This is of particular relevance in Lincolnshire due to the developing cultural make-up of our county at the present time.

The Purpose of the Policy

This policy document sets out the Federation's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It will form the basis for the development of MFL in the Federation since the introduction of the New Primary Curriculum for years 1, 3, 4 and 5 in September 2014 and years 2 and 6 in September 2015. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the Languages Programmes of Study for Key Stage 2.

The Programmes of Study are based on the vision set out in Languages for All: Languages for Life and there are clear links with the English National Curriculum and aspects of Excellence and Enjoyment. Although the Framework is designed for KS2, it will impact on both KS1 and KS3.

This policy was drawn up by the MFL Subject Leader, following county guidelines in the Spring Term of 2008 and has been subject to regular updates as changes to national provision embed.

This policy document, having been agreed by the Head and the Governing Body, will be distributed to all teaching staff and to the curriculum committee of the Governing Body. Further copies of this policy are available in the office and are readily available to visiting teachers and parents.

Aims

The aims of this Policy are to:

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

3. improve children's literacy skills
4. develop confidence with speaking and listening skills
5. raise children's awareness of their own culture and the similarities and differences of other cultures, particularly with reference to children from other cultures who have moved into Lincolnshire
6. stimulate and encourage children's curiosity about language
7. encourage children to be aware that language has structure and that the structure differs from one language to another
8. lay the foundations for future study of languages
9. extend language teaching beyond mother tongue learning

Children will be encouraged to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in another language
- decode text
- look at life in other cultures
- raise awareness of issues surrounding citizenship and racism

General Learning Objectives

The general learning objectives are to:

1. increase children's linguistic competence through regular timetabled MFL sessions
2. exploit cultural links and experiences when opportunities arise
3. promote positive attitudes towards learning through a range of learning activities
4. develop listening skills and phonological awareness (with particular emphasis in KS1 and Y3/4)

Speaking and Listening Objectives

The children will:

1. encounter a range of situations, audiences and activities to develop competence, accuracy and confidence in speaking and listening
2. develop their oral abilities at their own levels
3. develop listening and comprehension skills through a variety of means
4. be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions

Reading Objectives

The children will be given opportunities to:

1. read stories for enjoyment and to practise vocabulary
2. read stories to gain awareness of the structure of written French and begin to learn the grapheme-phoneme relationships

Writing Objectives

The children will be given opportunities to:

1. copy write high frequency words in Key Stage 2, e.g. days, months, name, age etc
2. write simple sentences following a model (Y5/6)

Languages Programmes of Study: Key Stage 2

Pupils should be taught 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 and 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 e.g. to build sentences and how these differ from or are similar to English

*Not applicable to ancient languages

Curriculum and Federation Organisation

French is taught regularly to ensure progression and skills development. Latterly, staff have considered the ways in which a language-rich environment can be created where children will gain exposure to a number of different European and international languages.

Although MFL is a cross-curricular subject, children will be taught specific skills, concepts and vocabulary at a time that is appropriate to their age and stage of development. The content of these sessions will be reinforced when relevant.

The Federation aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work will outline which topics are covered in each year group. MFL will also be part of the school day and, as such, is ongoing throughout all of children's learning. Each class teacher will use basic French classroom vocabulary throughout the day.

MFL provides opportunities for teaching the following cross-curricular themes:

- citizenship
- European awareness
- personal and social education

Leadership and Management

Due to the size of the schools within our federation, it is not possible to have a named subject leader for Modern Foreign Languages. To ensure appropriate and effective leadership and management, all of the staff will make a direct contribution through a rolling 2 year programme that will specifically focus on the following generic aspects of leadership and management:

- Staff Meeting 1: Planning, continuity, progression and standards
- Staff Meeting 2: Resourcing, cross-curricular links
- Staff Meeting 2: Action Planning for the next 2 years

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed every 2 years. Paperwork will be delegated across the teaching staff team to ensure that all teachers have an opportunity to develop their knowledge and understanding of effective subject leadership.

Inclusion

All pupils, regardless of race, gender or ability, will have the opportunity to develop MFL capability.

Positive images of languages being spoken by people of both sexes will be promoted.

The Federation recognises the motivational advantages of the use of MFL by children with special educational needs.

Time Allocation

The teaching of Modern Foreign Languages will be blocked at a time that reflects the ongoing Cornerstones Topics that are being taught across the Key Stage 2 classes. This can result in a deficit in some topics but an excess in others. When averaged out across the teaching year, approximately one hour per week will be dedicated to teaching in this area of the curriculum.

Planning

It is recognised that there are no specialist teachers of Modern Foreign Languages within the Federation but all staff will support each other as lessons are developed. Key Stage Leaders and the Head Teacher will be instrumental in ensuring that all staff are empowered to teach Modern Foreign Languages effectively to the children in their respective classes.

Class Organisation and Teaching Style

During Modern Foreign Languages sessions children will be given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation will be determined by the learning task. By its nature Modern Foreign Languages will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons will involve a range of activities but all will usually follow the present, practice, produce model when learning vocabulary.

Progression

Progression will take the form of increasingly demanding grammatical structures and increased vocabulary. The children will gradually be asked to respond to longer pieces of language, beginning with simple oral phrases, moving to longer sentences.

Text will be shown from the beginning in the form of labels, books and stories which will be shared, but writing will only be required when the children are ready. Then it will begin with copy writing, followed by children writing simple sentences following a model.

Scheme of Work

The scheme of work will outline the topics to be covered at each stage of MFL learning and the resources used to teach them.

The scheme of work will be continually updated by the teaching staff as and when required and when the pupils' Modern Foreign Languages experience develops. As further guidance is received either from the Local Authority or the Department for Education it will be incorporated accordingly.

Assessment, Record Keeping and Reporting

Assessment will be based on a combination of teacher assessment and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

Monitoring

Monitoring will be carried out by the Head Teacher and the link MFL governor in the following ways:

- informal discussion with pupils
- observation of MFL displays
- collection of MFL planning
- classroom observation

Embedding Modern Foreign Languages in the Curriculum and Exploiting Opportunities

As part of ongoing foundation subject leadership and management, the teaching staff will highlight opportunities for MFL across the curriculum. Opportunities for speaking another language will be exploited, be it in the playground or in the classroom. Advice will be provided for the Midday Supervisors in respect of games that can be played in the playground using other languages.

The Learning Environment

Stimulating learning environments will be created with children's work being celebrated through display where appropriate. It is recognised that Modern Foreign Languages has very strong links with Literacy and much of the work that the children produce will reflect their literacy skills. It is also expected that the learning environment will serve to educate children through the asking of questions, displays of artefacts and photographic records of work that have been completed and any visits to support their understanding.

All staff have a responsibility to consider the ways in which their classrooms can be language rich. This may include display titles, signs, specific learning resources, labels, rhymes, songs, chants, numbers, core vocabulary or the names of famous people from the country under study. At all times, children will receive advice and guidance as to pronunciation and the ways in which the language can be developed from written to spoken form. Consideration will also be given to the use of ICT as a translation tool, especially where there are children with English as an Additional Language are in evidence.

The Contribution of Modern Foreign Languages to the Development of Unique British Values

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

Modern Foreign Languages can contribute to the development of these values in the following ways:

- Breaking down barriers between people from different countries and promoting communication that is based upon equality and respect
- Understanding that in a multi-faith and multi-cultural society, people will talk many different languages but that English is the language indigenous to our British culture
- Promoting tolerance and understanding of different cultures by learning about their language and the cultural traditions that have influenced its development over time
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Visits to places where different language are spoken
- Helping pupils to understand the history of British culture, particularly in relation to people from overseas who have settled here, and the important contribution made by different cultural groups both now and in the past
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues including languages that are no longer used, how to show respect towards other cultures through use of their language, isolation due to an inability to communicate, bullying and how a language promotes a strong sense of shared understanding and cultural identity
- How language has promoted a sense of belonging and shared identity within the local, regional, national, continental and international community

Signed by Head Teacher:

Ratified by Governors: April 2008

Updated: December 2015