

Burton Leonard Church of England (VC) Primary School



Modern Foreign Languages Policy

‘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.’ National Curriculum 2014

Aims and objectives

The aims and objectives of learning French as a Modern Foreign Language (MFL) at Burton Leonard Church of England (VC) Primary School are to:

- foster an interest in language learning and stimulate children’s curiosity about languages.
- nurture positive attitudes towards language learning and learning about other cultures and communities.
- develop all aspects of English skills, with particular emphasis on their speaking and listening skills, and build confidence to speak other languages with accuracy and clarity.
- exploit opportunities for MFL and embed MFL in other curriculum areas as appropriate.
- introduce young children to another language in a way that is enjoyable and fun
- encourage children to be aware that language has structure and that the structure differs from one language to another
- extend language teaching beyond mother tongue learning

Teaching and learning style

The teaching in Years 3 - 6 is based on the guidance material produced by North Yorkshire for MFL and supplementary material collected as a result of in-service training and development work. The teacher will use a variety of techniques to encourage the children to have an active engagement with the MFL, including games, role play and action songs. Teachers also use mime to present new vocabulary, as this serves to demonstrate French without the need for translation.

Where possible native speakers will be invited into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of France.

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. The teacher will endeavor to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of MFL. Children's confidence is built through praise for any contribution they make, however tentative.

MFL curriculum planning

Pupils will 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
- 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.

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
- promote success and self esteem

French will be taught for half an hour each week by the subject leader, rotating between the 2 classes.

Inclusion

Within the teaching of French, we aim to ensure that all pupils regardless of gender, ethnic origin, cultural background or ability have full access to the French curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported

and challenged to experience success in learning and achieve as high standard as possible.

Assessment for learning

Teachers assess children's progress informally during the lessons, evaluating progress. As the class teacher works through the scheme of work they will record progress against the short-focused topics where appropriate and assess the children's progress in the integrated language. This assessment will be used to support teaching and learning.

Some evidence is to be kept and planning annotated. This may include a description of the context and an explanation of how the pupils completed the topic. Photographs, discussion, saved work and printouts (if any were produced) of differing pupils work.

MFL work will be marked in line with the school policy on marking.

For reporting purposes, which will be at the end of Key Stage 2, a level of each pupil's MFL capability will be given. This will be based on the Language Ladder level descriptors.

Informal comments on their progress in French will be made in yearly reports to parents.

Monitoring and review

The Subject Leader will facilitate the use of MFL in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources;
- By providing INSET so that all staff are confident in how to teach the subject and have sufficient subject knowledge;
- To keep staff abreast of new developments;
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an MFL capability and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments, and by keeping links with the Advisory Team for MFL;
- By contributing to the School Improvement Plan on an annual basis
- By management of the native speaker if available.
- Monitoring the curriculum

Monitoring is carried out by the headteacher and the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of MFL displays
- Collection of class MFL files
- Looking at the work in their individual paper files or notebooks
- Classroom observation

Subject Leader – Mrs Beverley Whild

Adopted Summer 2015

Next review Summer 2018