



Arno Vale Junior School

Modern foreign languages policy

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Arno Vale junior school will

- *Foster a passion for learning languages*
- *Make learning languages fun*
- *Integrate MFL into school life*
- *Use MFL as routine through the week*
- *Use MFL learning as a way to teach about other countries and cultures*
- *Use a variety of resources to support the children's learning*

1.0 Rationale for Teaching Languages at KS2

- 1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Arno Vale, we have therefore implemented the teaching of Spanish for all KS2 children (Y3 to Y6) from September 2016.
- 1.2 Learning a language enriches the curriculum; provides excitement, enjoyment and challenge for children and teachers; helps to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained, make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- 1.3 **Language learning stimulates children's creativity:** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and responding to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports oracy and literacy:** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication, as well as a key foundation for literacy.
- 1.5 **Language learning leads to gains across the curriculum:** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography,

music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning, they are also gaining wider skills that are applicable to other subjects.

- 1.6 **Language learning supports and celebrates the international dimension:** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. Children need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.
- 1.7 **eTwinning, Blogging support and the International Dimension:** Each child in KS2 will be required to have a signed permission slip in order for them to take part in eTwinning and Blogging.

2.0 Our aims of teaching MFL are for children to:

- foster an interest in learning another language
- become aware that language has a structure and that this structure differs from one language to another
- develop speaking and listening skills
- gain enjoyment, pride and a sense of achievement
- explore and apply strategies to improve their learning
- explore their own cultural identities and those of others
- meet and work with children from other countries and towns in England

3.0 Teaching and learning styles and procedures

- 3.1 At Arno Vale, we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum across the timetable; ICT, PE and Music. Teachers are encouraged to use Spanish on a regular basis, whenever possible, to prevent Spanish becoming a bolt on subject - completing the register every day in Spanish is a perfect way to facilitate this.
- 3.2 The lessons are to be delivered by a Lead Practitioner for Spanish.
- 3.3 KS2 children are entitled to one hour of MFL teaching a week. This will be delivered by the Lead Practitioner. MFL will be further embedded and supported by other teachers as part of the wider curriculum.
- 3.4 Spanish lessons will include:
- learning Spanish vocabulary
 - learning Spanish phonics
 - asking and answering questions
 - using bilingual dictionaries

- teaching of basic Spanish grammar and spelling patterns
 - playing games and learning songs
 - using language that has been taught in role play situations
 - researching and learning about life in Spanish speaking countries
 - beginning to write phrases and sentences
 - manipulating language in written forms
 - working with our friends in Spain to produce resources for each other
 - communicating with and exchanging ideas and information with children from other countries and schools
 - skyping children from other countries and schools
 - their learning journals being used as a record of their learning
- Spanish may also be included in whole school occasions e.g. Christmas celebrations and Summer concerts.
 - Various display boards around the school will reflect the children's learning.
 - Pupils who show an aptitude and enthusiasm for Spanish will be invited to become 'Spanish Ambassadors'. Their role will be to support the MFL Lead Practitioner in a range of activities including: taking the register, helping create the Spanish display board with the MFL Lead Practitioner and supporting and mentoring pupils who may require minor support. Currently Spanish Ambassadors are appointed for a duration of a school term in year 6 and year 5 (2 per class in year 6 and 2 per class in year 5).

4.0 MFL curriculum planning

- 4.1 We will use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL.
- 4.2 Children follow a programme of study for MFL. This will, wherever possible, link with other areas of the curriculum, where links are obvious and relevant to language learning.
- 4.3 Our four year plan, which we will also base on the KS2 Languages Framework, provides details of the main teaching themes for each term and year group. These plans define which topics we teach, and ensures an appropriate balance and distribution of work across each term. These may change if one off events arise, e.g World Cup.

5.0 Links with other areas of the curriculum.

- 5.1 Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:
 - 5.1.1 **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, punctuation, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences.
 - 5.1.2 **ICT:** use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing; citizenship: the

multilingual society, knowledge of other countries and cultures; mathematics: counting, calculations, the time and the date, money.

5.1.3 **Geography:** work relating to the study of other countries, points of the compass, weather.

5.1.4 **Science:** work on parts of the body, animals.

5.1.5 **Music:** rhyming, rhythm, singing, composition, world music.

5.1.6 **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs.

5.1.7 **History:** work relating to the study of other countries, family trees of famous people.

5.1.8 **Art:** descriptions of paintings, famous artists.

5.1.9 **PE:** physical responses to the teacher's instructions issued in the language being learnt.

6.0 Assessment and recording.

6.1 Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each others' answers, particularly for a listening or reading activity. The school's marking and feedback policy is followed.

6.2 There are four attainment targets in MFL :

- Attainment target 1: [Listening and responding](#)
- Attainment target 2: [Speaking](#)
- Attainment target 3: [Reading and responding](#)
- Attainment target 4: [Writing](#)

6.3 Children are assessed against the four attainment targets. This is to inform planning and to help evaluate children's progress. They may also be used when transferring information on children's competencies from class to class and from one school to another.

6.4 At key stage 3, equal weighting is given to all four skills. Children learning a foreign language at key stage 2 should be prepared to work in all four skills although not necessarily on an equal weighting. In the classroom, most activities will involve more than one skill, *e.g. listen and repeat, read and say, listen and write.*

6.5 For each topic, there is an assessed piece of work, usually a writing, reading or oral task. Children's progress is assessed, monitored and recorded and used to inform future planning, parents, and future teachers. A portfolio of work is being compiled to exemplify different levels in all four skills.

- 6.6 As well as teacher assessment, pupils are encouraged to reflect on their progress by use of 'YO PUEDO' (I CAN..) sheets.

Student self check 'comment'	Score
I understand and I can teach someone else	4
I understand and I can do this by myself	3
I am beginning to understand this – with help	2
I don't understand - yet	1

- 6.8 For each topic, there is a sheet on which are listed the objectives for that part of the unit. At the end of the topic, pupils are invited to look back on their learning and assess it using the 'self selected' Emoji to indicate how well they think that they have done. There is space to comment on things that they have enjoyed and disliked and also to record personal goals for future development.

Fig1: YO PUEDO (I CAN) pupil self-check sheet

Student Self-Check

Name _____ Date _____

Learning Goal: _____

☐	I understand, and I can teach someone else.	4	
☐	I understand, and I can do this by myself.	3	
☐	I am beginning to understand this - with help.	2	
☐	I don't understand - yet.	1	

Comments: _____

7.0 Reporting

- 7.1 A written report for Key Stage 2 is produced for parents at the end of the year. These give a short written comment on each pupil's effort, participation and progress in MFL over the preceding period.

- 7.2 Twice yearly Parents' Consultation Evenings provide further opportunity to discuss individual issues.

8.0 MFL and Inclusion

- 8.1 In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school, we will teach MFL to all KS2 children, whatever their ability and individual needs.
- 8.2 MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all pupils to make good progress.
- 8.3 We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

9.0 Links outside school

- 9.1 We try to give children the opportunity to access activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

10.0 Resources

- 10.1 video camera
- 10.2 web sites, video, DVD's
- 10.3 interactive web sites and video links
- 10.4 a range of soft resources including games and learning materials

11.0 Review and approval of this policy

Signed on behalf of Arno Vale school

Headteacher **Date;**

MFL Lead Practitioner **Date;**

(this policy will be reviewed at least every 2 years)