

Broughton Primary School

Modern Foreign Languages (MFL)

Policy

Aims and objectives

In our school, as statutory, we teach a foreign language to all children from year 3 upwards as part of the normal school curriculum. However we also introduce French to Year 1 and 2 during the last school term. We do this for several reasons. Firstly, we believe that many children enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

The main objective of teaching a modern foreign language in primary school is to promote the early development of a child's linguistic competence. We also want to:

* foster an interest in learning other languages;
* introduce young children to another language in a way that is enjoyable;
* make young children aware that language has structure, and that the structure differs from one language to another;
* help children develop their awareness of cultural differences in other countries;
* develop their speaking and listening skills;
* lay the foundations for future study.

**Teaching and learning style**

We have one member of teaching staff who delivers French to Y3 to Y6. We base our teaching on the guidance material in the ‘Language Angels’ scheme of work for French. We adapt this accordingly to suit the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We use the ‘Language Angels’ lessons incorporating songs and rhymes as well as additional online resources which allow the children to listen to and imitate a native speaker. Where appropriate we use puppets and soft toys to demonstrate the foreign language. We use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

Initially we place more emphasis on listening and speaking skills than on reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children’s confidence through constant praise for any contribution they make in the foreign language, however tentative.

Organisation

We teach French to all children from Year 3 upwards, (Year 1 & 2 during the last school term of the year) in a carousel sessions which runs on one afternoon every week.

The curriculum

Our curriculum is based on the guidance given in the revised National Curriculum. We apply the four attainment targets for MFL to Year 3 upwards. These are:

* AT1: Listening and responding
* AT2: Speaking
* AT3: Reading and responding
* AT4: Writing

However, we do not give equal weighting to each of these skills in each unit taught. For example, in the initial stages of our teaching we place particular emphasis on speaking.

Furthermore, we teach the children how to:

* 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
* 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.

**5 The contribution of modern foreign languages to teaching in other curriculum areas**

English

The learning of a modern foreign language naturally contributes to the development of children’s listening and speaking skills. It also develops the children’s grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics

Children reinforce their time-telling skills by playing time-related games in the foreign language. We also play number games, which reinforce counting and calculation skills, expand understanding of date and increase knowledge about money.

Personal, social and health education and citizenship

Children benefit from learning foreign languages in many ways, not least of which are personal and social development. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel when speaking a foreign language. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education

By teaching a modern foreign language we contribute to the children’s cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which a particular language is spoken. We also give children the chance to hear stories set in a foreign culture.

Geography

We help children to locate on a map or a globe the position of the different countries in which a particular foreign language is spoken and encourage them to research customs and traditions associated with that country. MFL pupils likewise learn about the climate of the countries in which the language is spoken.

Music

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them to develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question

History

We teach children about significant historical figures and events in the history of the countries whose language we are studying, as they arise.

Science

Children reinforce their knowledge of parts of the body through related games, such as a French version of ‘Simon Says’, or ‘Head, Shoulders, Knees and Toes’

Modern foreign languages and inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities which enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (for example, playing a playground game in a modern foreign language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

**Resources**

Resources have been purchased which will enable all teachers to deliver a structured programme of learning in the modern foreign language relevant to their year group. These include stories, songs and written activities e.g. quizzes. We continue extend our provision of resources yearly.

Monitoring and review

The SLT liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

This policy will be reviewed in 2 years time to ensure that changes to the National Curriculum requirements are included.

Review:

Written by: Anna Bewsher

Amended by : Viv Bell

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