

Duke Street Primary School

Modern Foreign Languages (MFL) Policy



Subject Leader : Miss L Sharman

Modern Foreign Languages (MFL) Policy

1 Aims and objectives

1.1 At Duke Street Primary School we support the view that every child should have the opportunity to learn a foreign language. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special learning needs. We will also seek to develop our curriculum so that teaching a foreign language is embedded in the curriculum. The children are growing up in an increasingly multi-cultural world, where many opportunities take place in different languages. It is important for children to learn that there are other languages, and that learning to speak to a wider range of people will benefit them when they grow up. We believe that many children really enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

1.2 Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- 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 Languages – key stage 2 3
- 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.

2.1 The National Curriculum aims for MFL are;

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- 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. We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

2.2 We follow the Luc et Sophie programme, which is based on the teaching guidance material in the Key Stage 2 Framework for Languages, and the National Curriculum Guidelines at Key Stage 2.

2.3 We use a variety of techniques to encourage the children to engage actively in learning a modern foreign language: these include games, role-play, songs (particularly action songs) and we sometimes use puppets and soft toys to demonstrate the foreign language. The Luc et Sophie programme includes audio files to demonstrate correct pronunciation to the children. Children should regularly have the opportunity to practice speaking to and listening to each other in their new language.

2.4 We focus on speaking and listening; reading and writing; and understanding another culture.

2.5 We make the lessons as entertaining and enjoyable as possible so that children play an active role in their learning. We understand that purposeful practice of the language is as important as learning new vocabulary. We build children's confidence through constant praise for any contribution that they make in the foreign language.

2.6 We allow for differentiation by:

- using peer/TA support
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.
- Setting extension tasks.

2.7

Formative assessment is completed during each lesson to assess the children's understanding against that lesson's learning objective. This in turn informs planning for the next lesson, and ensures that each child is supported and has the opportunity to progress throughout the topic.

Summative assessment takes place at the end of each unit (half termly.) This takes the form of a tick list which directly corresponds to what has been taught during that topic. These should then inform teachers of where children are in relation to the national curriculum aims.

French is assessed against the MFL framework for KS2, based on;

- Oracy – listening and speaking
- Literacy – reading and writing
- Understanding other cultures

3 Organisation

3.1

At Duke Street, Primary French is taught to all children in KS2 by either the class teacher or a teacher or HLTA covering PPA time. Most pupils have a lesson of about 45 minutes per week, which can vary depending of lesson timings or other curriculum demands. Class teachers are encouraged to incorporate French into the everyday running of their classes (for example, during registration, during transition times and when giving simple instructions.)

4 The curriculum

4.1 The Modern Foreign Language taught at Duke Street Primary School is French. We follow the 'Luc et Sophie' scheme of work, which closely follows the aims and objectives of the Key Stage 2 national curriculum.

4.2 We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- learn specific vocabulary;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;
- look at life in another culture.

5 The contribution of MFL to teaching in other curriculum areas

5.1 English

The learning of a modern foreign language naturally contributes to the development of our 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. Children also look at stories and poems in the foreign language.

5.2 Mathematics

Children reinforce their numeracy skills by playing number games that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

5.3 Personal, social and health education (PSHE) and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

5.4 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 multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

5.5 Geography

Children learn about different countries in which French is spoken, particularly France itself. They watch DVDs and whiteboard clips which show different areas of these countries.

5.6 Music

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody and pitch. Occasionally we also play them classical music by composers from the countries in question, for example, Saint-Saëns's "Carnival of the Animals" in the case of France.

5.7 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", or through related songs, such as the French-Canadian "Alouette". The topics of "Weather" and "Space" are also covered.

5.8 PE

. Many of the games and songs we use to teach children modern foreign languages are very active requiring fast reactions, for example, French versions of "Simon Says". and "Grandmother's Footsteps".

6 Modern foreign languages and inclusion

- 6.1 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 that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

7 Assessment.

Children assessed formatively during each lesson. This is done against the lesson objective for that lesson, and informs the teachers planning for next lesson based on how much the children have understood and achieved in the previous lesson.

At the end of each unit (approximately each half term), children are assessed summatively based on topic tick sheets. These assessments cover what has been taught during that topic. This can in turn inform teacher's end of year assessment against the national curriculum aims.

8 Resources

We have 1 hard copy of the Year 3-4 Luc et Sophie programme, and 1 hard copy of the Year 5-6 Luc et Sophie programme. There is a digital copy of the teacher book, text books, audio files etc. located in the 2019 French file on the One Drive for teachers to access when needed.

9 Monitoring and Review

- 9.1 We monitor teaching and learning in the same way as we do all other subjects that we teach in the school. The coordination and planning of the MFL curriculum are the responsibility of the subject leader.

9.2 The quality of teaching and learning in modern foreign languages is monitored and evaluated by the senior leadership team as part of the school's agreed cycle of monitoring and evaluation.

9.3 The head teacher/subject leader reports to the governing body on the progress of children in French, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our French teaching.

- This policy will be reviewed every three years or sooner if necessary.

Signed:

Date: