



# Modern Foreign Languages

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# Ferndale Primary School

## Modern Foreign Languages Policy

Our Modern Foreign Languages curriculum aims to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of MFL. At Ferndale Primary School we recognise the importance of learning a new language by creating an experience for the children that not only develops competence in the language taught, but also aims to support cultural awareness and broaden language learning skills. We aim to:

- Develop an interest and curiosity in learning languages in a way that is enjoyable and stimulating.
- Embed the skills of listening, speaking, reading, writing and grammar necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

### Intent of Modern Foreign Languages

**Inspiration:** We want our children to be inspired to learn a new language.

**Aspiration:** To build a language curriculum, which develops learning and results in the acquisition of linguistic knowledge for their future learning of languages.

**Inclusion:** For all our children to have a love of languages and to be able to engage with other cultures.

### Speaking and Listening

Over their time at Ferndale Primary School the children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- **practise their pronunciation** of new vocabulary;
- understand and respond with **increasing competence, accuracy and confidence** in a range of situations;
- **join in with songs, rhymes, poems and stories** which enable them to practise the sounds of the language in an enjoyable way;
- **take part in conversations** at an appropriate level, reacting to **instructions and questions** and **expressing opinions and feelings**.

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## Reading, Writing and Grammar

Over their time at Ferndale Primary School the children will learn to:

- remember grapheme-phoneme correspondences and **vocabulary** directly taught and reinforced through word games and similar activities;
- **read stories and rhymes for enjoyment** and to gain awareness of the structure of the written language;
- **translate text** from French to English and English to French;
- **read, copy and write familiar words and simple phrases** in context;
- **apply their knowledge of grammar** in their written work.

## Intercultural Understanding

Over their time at Ferndale Primary School the children will learn to:

- describe the life of children in the countries where the modern foreign language is spoken;
- identify **similarities and differences in everyday life**, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the **culture of a country**, and how aspects of the culture of different countries become incorporated in the daily life of others;
- to continue to **value the languages** spoken in our community.

## Implementation of Modern Foreign Languages

Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively **acquire, use and apply a growing bank of vocabulary organised around topics**. We follow the 'La Jolie Ronde' scheme of **work** to ensure **sequencing and progression across KS2**. The scheme includes a variety of resources such as, **lesson plans, interactive whiteboard resources, songs and poems**. Teachers collaborate over planning, sharing ideas for activities and resources.

At Ferndale Primary School children are encouraged to develop their **speaking and listening skills** through **conversational work**. As confidence and skills grow, children **record their work through captions and sentences** too. **Displays and word banks** are used to remind children of **key vocabulary**. Children also have **access to dictionaries** to support their written work. **Practical activities, songs, rhymes, games and technology** are used to help improve memory and recall. **Classroom instructions** can be given in French to expose children to the language as much as possible. **Visual prompts** are used to support children in translating new vocabulary. There are three main contexts in which language teaching and learning take place:

### 1) Language Lessons

Teaching **builds on and reviews** previous learning, before new learning is taught and extended. Children **are taught specific skills and vocabulary in a weekly dedicated lesson**

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with their teacher. The content of these sessions is reinforced by the teacher during the week. There is an expectation that the **teaching of MFL is compulsory across KS2**.

## 2) Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise MFL in the context of lessons in other subject areas. For instance, **some instructions may be given in another language** in a PE lesson; or children may count in another language while carrying out a Maths activity. This acts to **reinforce the vocabulary** and structures they have learned.

## 3) Incidental Language

**Languages are part of the day to day life of the school.** For example, teachers may use French to give simple classroom instructions, to ask questions, or to take the register. Children are encouraged to respond using the language they have learned. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in real-life contexts. **Displays around school using labels** also develop language, e.g. the date, classroom objects etc.

### Intercultural Understanding

Primary Language learning provides a basis for **teaching and learning about other cultures**, and this may be incorporated into many areas of the curriculum. Efforts will be made to develop cross-curricular teaching and learning materials which highlight the culture of French-speaking countries.

### Inclusion

Primary Language teaching at Ferndale Primary School aims to be fully **inclusive**. Language learning activities are planned in such a way as to encourage the **full and active participation** of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be used in different ways, depending on the task.

### Monitoring Progress and Assessing Attainment

Opportunities to monitor the children's progress in modern foreign languages are built into weekly lessons. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on **observations of children** in their **conversational work** and **written products** to determine whether they have reached their **age-related expectations**.