

**Monkton Church of England Primary School**

**Modern Foreign Languages Policy**

Lead Person: Louise Warner

Policy Date: December 2022

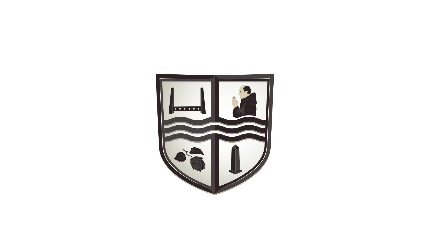
Review Date: December 2025

Signatures:

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Chair of Governors Executive Headteacher

Federation of Minster and Monkton Church of England Primary Schools

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| **Monkton Church of England Primary School** |
| **Compassion, Courage, Justice**  **Jesus said, ‘Go and do the same.’** |
| Our school has compassion at its heart, which inspires us to be people of courage, who care for ourselves, stand with others and seek justice as we grow and discover the world around us.  By knowing each individual, our learning environment is shaped to encourage creativity, promote challenge through our learning values and nurture spirituality, ensuring all thrive. |
| **The Parable of the Good Samaritan**  Luke 10:25-37 English Standard Version (ESV) |
| **Christian Foundations** |
| **Compassion Courage**  **Justice** |
| **As a Federation, we are passionate about every individual flourishing, so that they can be nurtured and develop as well-rounded children, living life in all its fullness.**  Every policy is written with our Christian Vision and Foundations in mind. |

**Introduction**

This policy reflects Monkton Church of England PrimarySchool’s values and philosophy to the teaching and learning of Modern Foreign Languages (MFL). It should be read in conjunction with the Assessment Policy, Inclusion Policy, Equal Opportunities Policy and Health and Safety Policy.

**Rationale for Teaching Languages**

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. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping 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. Learning other languages helps to challenge children’s stereotypes, fosters their creativity and improves their communication and cooperation skills.

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 chances to contact people from other countries and cultures, and to reflect upon their own cultural identities and those of other people.

Monkton School recognises the value of MFL and provides age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French, however, children will be exposed to a variety of other cultures and languages through cross-curricular work such as Geography week and Black History week.

**Aims**

Our aims of teaching MFL are for children in KS2 are to:

* foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils
* stimulate and encourage children’s curiosity about language and creativity in experimenting with it
* support oracy and literacy, and in particular develop speaking and listening skills
* help children develop their awareness of and embrace cultural similarities and differences
* lay the foundations for future language study in KS3 by pupils
* provide an added perspective on first language teaching and learning

**Speaking and listening**

The children will learn to

* listen carefully and recognise sounds and combinations of sounds, identifying which are similar to, or different from, those of English
* understand and respond with increasing competence, accuracy and confidence in a range of situations- whole class, paired work
* join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way
* take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings
* memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience

**Reading and writing**

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;
* read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
* write sentences and short texts independently and from memory.
* Use a French/ English dictionary to translate vocabulary
* Use cross curricular links for example learning topics already covered in geography, science or history but learning the key words in the designated language. Accessing other areas and subjects of the curriculum e.g. Art.

**Intercultural understanding**

The children will learn to

* describe the life of children in the countries where the language is spoken
* identify similarities and differences in everyday life, social conventions, traditional stories and celebrations, making comparisons to their own lives
* 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
* recognise and mistrust stereotypes, and understand, respect and embrace cultural diversity

**Strategies for teaching**

The predominant mode of learning is through whole class teaching and a combination of group and individual learning. KS2 children will follow the Rising Stars, Eurostar’s programme of study.

At **Monkton** School, where possible, we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

***1 Languages lessons***

Although Primary Languages cuts across the curriculum in KS2, children are taught specific skills, concepts and vocabulary in a **weekly** dedicated lesson with the **class teacher.** The content of these sessions is reinforced during the week.

***2 Languages embedded into other lessons***

Regular opportunities are given to orally rehearse vocabulary. Where appropriate, teachers give children opportunities to practise their foreign language 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 numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

Emphasis is given to highlighting multi-culturalism in a non-stereotypical way when learning about different localities and cultures; contributing to pupils’ moral, cultural and social education.

Opportunities will be sought to link MFL to other curriculum areas, primarily through the Cornerstones curriculum, so pupils can develop and apply their language skills within a meaningful context.

MFL is emphasised, supported and celebrated through the use of display and presentation of work to the class and wider audiences. All MFL learning should be presented to a high standard and in line with the presentation policy of the school.

**Expectations**

During KS2 pupils should 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 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
* 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.

**Programmes of Study**

The focus of study in modern languages will be on practical communication. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

**Time Allocation and Organisation**

MFL will be taught in regular, weekly sessions throughout the term, with additional opportunities actively sought by the class teacher to rehearse and secure correct pronunciation of vocabulary.

**Additional Educational Needs including Gifted and Talented**

Support for AEN children follows the school’s Inclusion Policy. The study of MFL will involve all children within the class in a variety of differentiated ways addressing all learning styles.

The class teacher will also ensure that the needs of any exceeding children, who require further challenge, in their class are met through the lesson planning for this subject.

**Scheme of work**

Monkton use Rising Stars Eurostar’s scheme of work. Year 3 Eurostar’s 1, Year 4, Eurostar’s 2, Year 5 Eurostar’s 3 and Year 6 Eurostar’s 4. This scheme of work allows teachers to :

Feel confident teaching primary-level French to years 3-6, with subject knowledge and ready-to-go activities.

Identify any gaps in learning with engaging, fun challenges offering informal assessment opportunities.

Ensure coherent progression of skills and knowledge from years 3-6, with 24 units across 4 stages.

Promote a holistic approach to all foundation subjects, with cross curricular project ideas.

**Assessment and Recording**

Formative assessment is used to identify the progress of individual pupils in MFL. This determines what each child has learned and what could be the next stage in their learning. At the end of each unit, a vocabulary quiz will be used to assess children’s retention of vocabulary for each unit.

Feedback to pupils about their own progress in MFL is achieved through marking and verbal feedback.

As the unit progresses teachers are required to assess the ability of pupils to apply the skills taught and track progress and coverage. Classroom Monitor should be used on a regular basis and as appropriate, to record what has been taught and the assessments that show how children are progressing.

**Continuity and Progression**

Planning follows the Eurostar’s programme of study which builds on knowledge and skills.

**Monitoring**

Monitoring of MFL takes place throughout the school by:

* Observation of individual lessons
* Monitoring of children’s books
* Discussions between teaching staff and with children
* Observation of the learning environments, including display
* Regularly using Classroom Monitor

**The Role of the Subject Leader**

* To undertake monitoring of standards in MFL and use this to inform the MFL action plan.
* Provide leadership and management of their subject to secure high-quality teaching and learning.
* Play a key role in motivating, supporting and modelling good practice for all staff.
* Take a lead in policy development and review
* To liaise with outside agencies and attend subject specific courses.
* To report to the Head teacher and Governing Body on MFL-related issues.
* To plan and organise the allocation and purchase of resources in accordance with any available budget.

**Health and Safety**

In their planning teachers will risk assess any adventurous activities and conform to the Health and Safety Policy. They will also explain the reasons for safety measures and discuss any implications with the children. When undertaking any MFL related activities children will always be encouraged to consider safety for themselves and others and to take care of the environment and the resources used.