

## SOUTHWOLD PRIMARY AND NURSERY SCHOOL

### Modern Foreign Languages (MFL) Policy

#### MFL Statement of Intent

Our aim is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world and their future economic well-being.

*Our Golden Threads; values, knowledge and skills, inclusion and diversity, active lifelong learners, rich vocabulary, and community cohesion*, are instrumental in everything we do at Southwold and are embedded across our MFL curriculum.

Studying a language in primary school provides children with skills that are essential for the twenty-first century. As well as giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. The study of a second language also supports children's literacy and oracy in school, by raising awareness of aspects of their own language(s), thereby enriching their understanding of both.

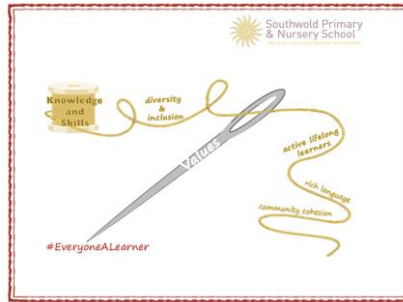
The National Curriculum states that learning a language is a statutory foundation subject in KS2. The new programme of study for KS2 sets out the new national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. It states that all pupils should:

- 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 authentic writing in the language studied.

#### **Intended Outcomes**

We want to promote the early development of linguistic competence and an understanding of other cultures. We believe that to accomplish this, we should help the children to:

- familiarise themselves with the sounds and written form of a modern foreign language;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- acquire, through all the above, a sound basis for further study at Key Stage 3 and beyond.



At Southwold, we teach French in Years R to 6 to give all of our children a strong foundation in French.

### **Implementation of MFL**

#### **Teaching and learning style**

We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

Greetings, registers, classroom routines and praise words are regularly conducted in another language.

Although not statutory at EYFS and KS1, pupils are introduced to French. This gives our children a valuable foundation in a second language.

#### **EYFS**

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. These include games, role-play, action songs, puppets, soft toys, and, where possible, we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation.

#### **KS1**

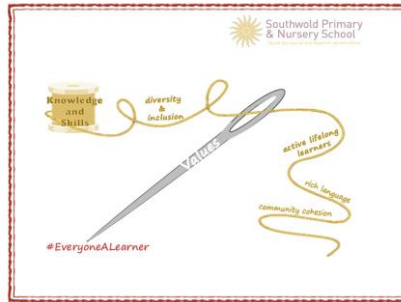
The children are introduced to all 4 areas of language learning (Speaking and Listening, Reading, Writing and Grammar) but in an age/stage appropriate way using:

- Songs and patterns
- Routine words such as greetings, reacting to foods offered and expressing emotions
- Exploring sounds made when speaking French and listening to short stories
- Exploring the lives of their peers in other countries through short videos and make links with other areas of the curriculum through exploring the seaside at home and abroad.
- Performing to an audience as they present mini role plays

#### **KS2**

Through similar techniques as KS1, we emphasise listening, responding and speaking skills in Years 3 and 4 with the addition of simple reading and writing skills as the pupil's progress through Years 5 and Year 6.

Through a range of interactive resources, games, songs and texts, the children will widen their French vocabulary across a range of exciting and relevant topics e.g. Greetings, Colours and preferences, Body parts, Numbers, days of the week and months of the year, Healthy eating and food preferences.



They will begin to record their spoken and written language work and make use of Duolingo, an online vocabulary resource, to practice their French at home and school.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) and be recorded in their Learning journey books.

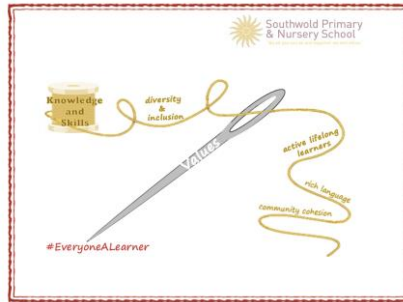
### **MFL curriculum planning**

Our progression map clearly that Reception are given a basic grounding in French based on the 'Little Languages' scheme of work. This complements the scheme of work for MFL at KS1. The planning shows a build-up of songs, using actions and games to consolidate key words and phrases. Children use key areas of interest such as food, seasons and greetings to access French vocabulary and images. They represent their own ideas, thoughts and feelings through songs, actions and key vocabulary.

In KS2, we carry out the curriculum planning in French in three phases (long-term, medium-term and short-term). The long-term plan maps the French topics studied in each term during both key stages. The medium-term plans are based around the enquiry-based question for that term, this means the children study French topics in conjunction with other subjects across the curriculum. We teach the knowledge, skills and understanding set out in the National Curriculum for French, in this way we ensure that children have complete coverage of the National Curriculum. The MFL subject leader is responsible for reviewing and monitoring these plans.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.



## **Resources**

There are sufficient resources for all classes in the school. We have a range of books and online computer software to support the teaching and learning of French, including Purple Mash and Duolingo.

## **Contribution of MFL to teaching in other curriculum areas**

### **English**

MFL contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Listening, creating or performing in a foreign language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the English curriculum.

### **Mathematics**

MFL contributes to the teaching of mathematics in that children who study the structure of language can pick up on patterns and similarities to other areas of their learning. Children learn counting songs in French and can learn mathematical facts through repetitive songs.

### **Computing**

Computers and technology are used in French where appropriate. Children use computer programs such as Purple Mash and Duolingo to enhance their research skills, listening to native speakers and learning about life in French speaking countries. They use online tools following our Internet rules on safety.

### **PE**

Children are encouraged to dance and move in response to some songs and games taught in French lessons. The policy of the school is that opportunities for speaking another language should be exploited as fully as possible, be it in the playground or in the classroom.

### **Personal, social and health education (PSHE) and citizenship**

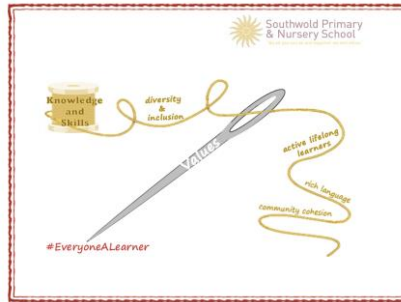
Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of learning a new language, children learn to work effectively with other people and build up good relationships.

### **Spiritual, moral, social and cultural development**

The study of the language and culture of another country also contributes to PSHE and citizenship, geography and religious studies. A foreign language is an invaluable medium through which other aspects of the KS2 study can be accessed and so links may be made between the teaching of primary languages and other subjects.

### **Teaching children with special educational needs**

At our school we teach French to all children, whatever their ability. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French 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. Assessment against the National Curriculum in KS2 allows us to consider each child's attainment and progress against expected levels.



We enable pupils to have access to the full range of activities involved in learning French. Where children are to participate in activities outside the classroom, for example, a celebration of languages, food from other countries and picnic event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Impact of MFL**

#### **Assessing and Recording**

Teachers assess KS2 children's work in French by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary.

#### **Monitoring and review**

The MFL subject leader is responsible for the standard of children's work and for the quality of teaching in French. The work of the subject leader also involves supporting colleagues in the teaching of French, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The MFL subject leader is responsible for giving the Principal an annual impact plan on which she/he indicates areas for further improvement and the actions she/he intends to take to achieve them.

Signed: Miss Richards

Date: October 2022

Review date: October 2023