



Modern Foreign Languages Policy

St Mary's Church of England (A) Primary School keeps children safe by ensuring and promoting the safeguarding and welfare of all children in its care: all policies support the most current "Keeping Children Safe in Education Guidance" and "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.

Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. MFL became a compulsory subject in Key Stage 2 from September 2014.

The Significance of Modern Foreign Languages

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. French and German are currently taught at St Mary's school.

We teach a foreign language to all Key Stage 1 and Key Stage 2 children as part of the normal school curriculum in accordance with the National Curriculum guidelines and because we also believe that:

- Many children really enjoy learning to speak another language.
- 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.
- The early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- Learning a foreign language can improve children's understanding of their own language and reinforce learning in other areas of the curriculum, as well as foster an interest in other cultures.

Subject Aims and Objectives

The overall aim for Modern Foreign Languages is to enrich learning for all pupils.

- To build knowledge of another language and the semantics involved in this at a more instructional level than when they learnt their own language.
- To foster an interest in learning other languages and knowledge in preparation for the next stage of schooling.
- To make children aware that language has structure, and that the structure differs from one language to another;
- To develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To encourage the development of language-learning skills that can subsequently be applied to the learning of other languages

The curriculum

In accordance with the National Curriculum we teach the children to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Build from developing vocabulary and phonic knowledge to sequencing longer phrases to form a short paragraph.
- Gradually describing in more detail, using a range of grammatical structures and punctuation.
- Building up to include familiar and new language.
- Develop knowledge to be able to ask questions and give opinions.
- Engage in conversations to eventually speak with good pronunciation and intonation We encourage children to
- Notice patterns in the language and similarities or differences between languages and cultures
- Develop strategies to interpret meaning and memorise words.

School Organisation

The teaching of MFL will be carried out by an MFL expert teacher every week. Teachers and TAs will be included in the lessons where appropriate so that learning and reminders can be reinforced over the course of the week in class. Class teachers are encouraged to integrate some vocabulary into daily routines or other subject areas.

Children from Year 1 to Year 6 are taught specific skills, concepts and vocabulary in a weekly dedicated French or German lesson of 45 minutes

Curriculum Management

The MFL co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy
- By updating the policy and scheme of work
- By ordering/updating/allocating resources
- By keeping staff abreast of new developments
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments and by keeping links with local cluster schools
- By contributing to the School Improvement Plan on an annual basis
- By liaising with high schools

It is the responsibility of the Head teacher to ensure that statutory requirements are being met.

Inclusion

All pupils, regardless of race, ability or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. The MFL session is not used to withdraw children who require interventions in other curricular areas as the practical nature of this subject gives them the opportunities to excel. Children work in mixed and ability groups depending on the task.

Planning

All long-term planning is undertaken by Mrs Belfield in consultation with the class teachers.

Class Organisation and Teaching Style

During French and German sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

Progression

Word – phrase – sentence – paragraph idea

Progression also takes the form of increasingly demanding grammatical structures. For example,

- nouns with definite/indefinite article le stylo/un stylo the pen/a pen
- nouns with appropriate adjective un stylo rouge a red pen
- verbs in the first person j'ai un stylo I have a pen
- verbs in the third person il/elle a un stylo pieces of French and German. New vocabulary is often presented not only orally, but also with the written word, giving visual learners and able readers extra access and encouraging all children to make links between the English and the French or German. Children are encouraged to become confident responding orally before experimenting with writing. stylo he/she has a pen
- verbs with nouns and adjectives. Il/elle a un stylo rouge he/she has a red pen

The children are gradually asked to respond to longer

Assessment, Record Keeping, Reporting

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and when marking written work. We use quizzes and recapping to remember and repeat what has gone before in order to embed learning and encourage memorisation. Repetitive practice is really important in retaining a language and we use this to inform what needs to be repeated in teaching and how quickly we can move on through the curriculum.

Monitoring

The monitoring of the standards of children's work and of the quality of teaching in MFL is the responsibility of the MFL subject leader. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations are also, occasionally, undertaken and the subject leader regularly reviews evidence of the children's work. MFL link governor sessions also take place to monitor the progress and quality of teaching and learning across the school.

Resources

Resources within this subject are developing. Lesson resources are acquired mainly from the internet etc. The library does have some French/English dictionaries and a few French story books/games. Additional resources will be purchased as deemed necessary.