



Modern Foreign Languages Policy

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MFL Policy

Introduction

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Language curriculum at TSSMAT. This document describes the aims and principles of the teaching of MFL. It has been written by the MFL specialist and reviewed by the CEO and Board of Directors.

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. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

Our aims of teaching MFL are for children in KS1 are to:

- Develop an enthusiastic and positive attitude to other languages and language learning.
- Develop language skills – speaking/listening/reading and writing.
- Learn certain grammatical rules e.g. placement of colour adjectives.
- Demonstrate speaking skills through basic question and answer time and basic role plays.
- Develop basic phonic knowledge - recognising patterns in words – similar sounding words and rhyming words, developing strategies to remember words and starting to work on good pronunciation.
- Start to recognise some words as they are written.

- Raise awareness and curiosity of aspects of their own language and make comparisons with the foreign language, thereby increasing their knowledge and understanding of both
- Build confidence and self-esteem.
- Increase cultural understanding by learning about different countries, their customs and traditions and their people.
- Build a foundation for further language learning at KS2 and beyond.

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

- Develop an enthusiastic and positive attitude to other languages and language learning.
- Develop language skills further – speaking/listening/reading and writing.
- Raise awareness and curiosity of aspects of their own language and make comparisons with the foreign language, thereby increasing their knowledge and understanding of both.
- Become increasingly familiar with the sounds and written form of the MFL.
- To learn phonetics within the language and be able to spot certain sounds made from written words e.g. learning how to sound out words ending in “oi, eau, on, in” and finding common rhyming words.
- Recognise patterns in words as they are written and developing good pronunciation.
- Develop vocabulary and expressions and learning certain grammatical rules e.g. placement of adjectives and recognising words that are spelt differently depending on the gender of the noun.
- Make written work interesting by using a variety of adjectives, conjunctions and prepositions.
- Develop accurate writing skills.
- Able to translate a fairly complex sentence as they hear it.
- Add good expression into speaking by performing role plays.
- Develop new vocabulary and extending knowledge in other words for vocabulary already learnt e.g. un manteau (a coat), une veste (a jacket) un impermeable (a raincoat)
- Build a solid foundation for further language learning at KS3 and beyond and increase enthusiasm and motivation to take on a second or third language at secondary school.
- 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.

Delivery

To experience a range of activities, including songs, rhymes, stories and mini stories and games. Also videos of everyday French life are shown – these are applicable to the subject topic being studied, for example school life, home/family life, social occasions, hobbies etc. All videos are age appropriate. The use of French puppets to

encourage conversational situations are also used across KS1 classes. All resources are researched and planned by the Specialist language Teacher and are applicable to the age group and KS. The variety in delivery provides a fun but disciplined and varied approach to language learning.

Each term different topics are set by the MFL specialist. These may be in line with specific topics set by other class teachers. This further develops subject knowledge as well as increasing cross curricular learning.

Topics will be revisited to show progression and develop the topic area further and in more detail as the children progress through the school.

Topics may also be seasonal to encourage relevant learning for the specific time of the year e.g. autumn – harvest time, summer – holiday time. This also allows days, months and weather to be studied and recycled over the course of the year. Props such as puppets are used to encourage class involvement and interaction. Events in the country's calendar will be celebrated such as Christmas or Easter as well as other traditional celebrations like Mardi Gras, le poisson d'avril or other National or International events like the World Cup, the Olympics or World Book Day.

To keep a common approach to the language lessons a familiar French welcome song is sung at the start of the lesson (one for KS1 and one for KS2) and as much content is spoken in the target language as possible, for example class instructions, such as regardez, écoutez, répétez, levez-vous, asseyez-vous. If the language lesson is at the start of the morning or afternoon the register will be read and answered in the target language.

Children are encouraged to mimick the language spoken by the Specialist teacher and copy good pronunciation and intonation. The specialist teacher is key to ensuring good grammatical understanding, relevant subject knowledge and correct pronunciation.

Towards the end of each topic the children should have the ability to respond to basic questions relevant to the topic studied as well as expressing their preferences.

Developing four areas in language – communication/speaking, listening, basic writing and basic reading.

Time spent on teaching

All children in KS1 will have access to 30 minutes of good language teaching and learning each week.

Children in KS2 will have access to 45 mins – 1 hour of good language teaching and learning each week.

Children in KS2 are taught MFL following the KS2 Framework for Modern Foreign Languages, focusing on a progression in skills. The children are taught the literacy skills of language learning, as well as developing their oracy and intercultural understanding. Following the KS2 Framework ensures there is good progression in the development of the children's skills.

MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy. We must also be made aware that some children are removed from MFL classes on a regular basis, in order to make time for other needs- intervention, focused learning etc.

Links outside school

All schools in the Trust have strong links with the main feeder high schools through the CELL networks. These provide valuable training opportunities for staff as well as ensuring there are good transition arrangements in place. In addition we have links with some schools in the designated country, enabling the children to communicate with their peers and to gain valuable cultural information. If technology allows we will also seek to hold lass SKYPE conversations too.

Resources

The specialist language teacher uses resources from a number of different schemes of work to support the delivery of the MFL. The specialist language teacher is constantly updating their language learning resources to ensure the most up to date information available is being used. Links to other relevant language teaching providers and language forums are maintained to ensure continuous improvement and innovation in lesson delivery. Any resources purchased are done so after careful consideration, ensuring they will provide good value for money in the long term. An essential resource for both schools is a set of bilingual dictionaries. The use of the classroom interactive whiteboard, the class laptop and a CD player are essential resources.

Monitoring and review

Each term the MFL Teacher will provide the school with an overview of topic areas to be covered across the school in the language lessons.

At regular intervals during the term the MFL teacher will update the school on what has been covered and learnt by all classes, any highlights and overall progress.

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the class teachers supported by the Head teacher.

The MFL objectives cover progressive outcomes by year group in speaking and listening, reading, writing and grammar.

Regular informal end of topic assessments will be set by the MFL teacher to assess pupil's understanding.

Pupils should have the opportunity to assess their own progress through peer assessment.