



MFL Policy 2021-22

This MFL Policy is to be read alongside our Curriculum Policy.

Vision

At Urmston Primary School we place children at the heart of all we do, our values leading us in the way we teach and the way we learn. We embed these values into the fabric of our school culture and enable our children to learn in an environment that is relevant, engaging, exciting and challenging and encourages them to reflect upon their learning.

Along with a focus on enhancing an awareness of our children's place in our society and the impact that their actions can have on others, this ensures our curriculum develops happy, kind and well-rounded young people.

In line with this vision we fully acknowledge the importance of children learning the basics of foreign languages, as well as understanding different cultures and lifestyles. This enables them to truly appreciate their position within the world and to empathise with others more readily, preparing them as respectful and responsible young citizens.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At UPS we are aware that competence in another language enables children to interpret, create and exchange meaning within and across cultures and it also helps children develop skills that will open further opportunities later in life. Our vision is for our KS2 MFL curriculum to ready our children to their further journey into languages in secondary school.

Rationale

The National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.

At UPS we have studied French in previous years but are currently learning Italian, using in-house knowledge and expertise and utilising 'Language Angels' resources where necessary. This provides an appropriate balance of spoken and written language and lays the foundations for experiencing further foreign language teaching at KS3. However, we are not following this explicitly and have considered the needs of our children and the following document to create a merging of skills progressions to make it more bespoke to the needs of our children at this point in time. Our Italian language assistant enables teaching and learning to be authentic and frees up the teacher to use their teaching expertise to aid in supporting, challenging and questioning our young linguists.

Why Learn Italian at KS2?

Learning a second language, like Italian, is an extremely useful ability to have when going abroad, meeting people from other countries and cultures as well as the world of university and work.

Italian is an incredibly beautiful and intricate language and studies show that learning a new language increases analytical thinking skills. Studying a foreign language stimulates the brain, by boosting problem solving skills and improving memory. ... Italian is the most romantic of the romance languages!

About 80 percent of the entries in any English dictionary are borrowed, mainly from Latin. Over 60 percent of all English words have Greek or Latin roots. In the vocabulary of the sciences and technology, the figure rises to over 90 percent. The reasons, therefore, for teaching Italian are numerous.

Aims

The DfE's, 'Teaching a broad and balanced curriculum for educational recovery' (July 2021) recommends the following priorities for the teaching of MFL in KS2 and these will form a regular focus of lessons:

- Identifying and teaching essential vocabulary for progression;
- Making sure children have a strong mastery of the sound and spelling system;
- Prioritising grammar;
- Revisiting and practicing spelling and pronunciation principles systematically.

In acknowledging this though, it is essential that our curriculum follows broader aims too, to build round these core priorities. We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language

learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop knowledge about language (KAL) and language learning strategies (LLS) underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF). We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs).

We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including:

- feminine, masculine and the conjugation of high-frequency verbs;
- key features and patterns of the language; how to apply these to build sentences;
- and how these differ from or are similar to English.

We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, and increase confidence, as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.

We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for the necessary support and challenge, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

Objectives

1. Learn in a non-threatening environment which builds upon positive achievements;
2. Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
3. Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
4. Apply their learning by reproducing sounds themselves and creating phrases and sentences;

5. Develop phonic knowledge about the language;
6. Begin to recognise and read words that they have already encountered in the development of their oracy skills;
7. Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
8. Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
9. Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
10. Use their knowledge about the way language works and apply their knowledge when learning a new language;
11. Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

Progression, Support and Challenge

Our Teaching and Learning Policy makes clear the expectation that pupils of differing abilities are both supported and challenged. Along with our Italian expert, teachers will use a range of age-appropriate activities to engage all learners and ensure progression year on year (based upon our MFL knowledge and skills progressions), with learning set appropriate to the levels of the children. This is particularly the case for our SEND pupils as well as stretching those children who excel and are particularly able, gifted or talented in music. All children should be included and have equal access to the Italian curriculum, accessed through the Topic Units studied during their years at UPS.

Monitoring impact: Assessment and 'end points'

Children's skills will be assessed in MFL using the same procedures as the rest of the 'foundation' curriculum and this is set out in the curriculum policy. However, there will also be plenty of opportunities built into lessons to enable teachers to make judgements on pupils' attainment against the knowledge and skills progression document. Quizzes at the end of each topic will also support this. Furthermore, as mentioned in the Curriculum Policy, the MFL subject lead will use whole school monitoring procedures, including pupil discussions and learning walks, to gauge the impact of our curriculum and pupils' knowledge, skill and enjoyment and engagement in MFL.

Beyond the curriculum

Learning another 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 Literacy Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and Numeracy, Science, Music, Art and PE. Where possible, the Italian units of work are adapted to tie in with the topics being covered by class teachers.

Policy written: September 2021

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