



## Modern Foreign Language Policy

### Introduction

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. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop.

‘Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high quality language education should foster pupils’ curiosity and deepen their understanding of the world’ (National Curriculum, 2014).

### Aims and Objectives

We believe our approach to MFL is both broad and unique as we provide children with firm foundations in both French and Spanish, in preparation for further language learning at Key Stage 3 and beyond. Allerton CE Primary School believes that learning a language provides a valuable educational, social and cultural experience and that it enriches the school curriculum.

The aim of learning a modern foreign language in primary school is:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study

We want pupils to:

- Enjoy language learning
- Be enthusiastic learners
- Gain a better understanding of their own culture and explore the cultures of others
- Develop positive attitudes towards language learning
- Undergo collaborative international work
- Recognize the importance of language work in everything we do

We want staff to:

- Feel confident in delivering the language objectives.
- Provide excitement, enjoyment and challenge for the children.
- Encourage cross-curricular links.
- Participate in international projects.
- Foster a positive attitude towards intercultural understanding and language learning.

## **The Curriculum**

The curriculum that is followed is based on the guidance given in the revised National Curriculum. The children are taught to know and understand how to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore 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
- 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 Spanish and French.
- Broaden their vocabulary
- Write phrases from memory
- Describe people, places, things and actions, orally and in writing.
- Understand basic grammar e.g. nouns, masculine and feminine forms etc.

## **Teaching and Learning Methods**

Allerton CE Primary School is teaching languages across KS2. In year 3 and 4 they will be taught Spanish and in Year 5 and 6 they will be taught French. Across Foundation and KS1 they will have access to little language lessons to develop cultural awareness.

Each week the children receive one lesson of their year groups' language. In Year 5 and 6 lessons will be taught by the teacher. In Year 3 and 4 lessons will be taught by the teacher and supported by a Spanish TA. Training needs will be assessed and reviewed regularly to ensure that staff are confident teaching the language.

Teaching of both languages will be on a rolling programme so that each new academic year, Year 3 children and Year 5 children will start on the year 3 unit of work and Year 4 and Year 6 will start on the Year 4 unit of work. Therefore, each child by the end of year 6 should have been provided with opportunities to 'lay foundations for further foreign language teaching at Key Stage 3' (National Curriculum, 2014).

## **Teaching Strategies**

Teachers use a variety of techniques to encourage the children to have an active engagement with the target language, including games, role play and action songs. Teachers also use mime to present new vocabulary, as this serves to demonstrate the language without the need for translation.

A physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages.

## Resources

- La Jolie Ronde is used throughout KS 2
- Flashcards
- CDs

## Assessment for learning

Most assessment is formative and is used to support teaching and learning and inform future planning. If any written MFL work is produced, it is marked in line with the school policy on marking. Teachers will use statements from the language ladder to assess children's progress. They will also use the self-assessment at the back of La Jolie Ronde workbooks.

## Equal Opportunities

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of the target languages. Teaching and planning in MFL takes into account the school's policies on gender, race and special educational needs.

## Conclusion

Primary Languages gives us an ideal opportunity for making links outside school. Children are encouraged to share their experiences of visiting or living in other countries. We are teaching children how to learn languages and hope to instil a love for language learning for life. Developing children's intercultural awareness and understanding of other people's cultures.

## November 2016

This Policy has been drawn up and written by the School Council and staff. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

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Date: Annually