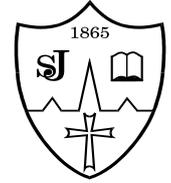


St. James' C of E Primary School

Modern Foreign Languages Policy



St James' C of E Primary School
MFL Policy
Written by: Jane Avery
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Introduction

Learning a foreign language provides a valuable educational, social and cultural experience for the pupils where the development of communication and literacy skills lays the foundation for future language learning. In developing linguistic competence, extending their knowledge of how language works and exploring differences and similarities between English and other languages, pupils are able to improve their abilities and understanding of another foreign language, as well as their sense of their own mother tongue.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning; giving them an insight into their own culture and those of others. Also, it provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

There is no statutory requirement to teach a foreign language at Key Stages 1, though from 2014, there is for KS2.

Aims and objectives

Aims –

Through the teaching of MFL our aim is to:

- Enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach and use MFL effectively in their teaching of other subjects;
- Increase children's linguistic competence through regular timetabled MFL sessions and incidental use of different languages during the school day (for example taking the register, lining up instructions etc.)
- Exploit cultural links and experiences when opportunities arise;
- Promote positive attitudes towards language learning through a range of learning activities;
- Develop listening skills and phonological awareness (with particular emphasis in Early Years/KS1);
- Prepare children for further study at Key Stage 3 and beyond.
- Celebrate the cultural diversity of pupils who attend St James's
- Challenge and discuss reasons for racial stereotypes.

Objectives (from NC) –

Pupils should:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the 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 or using familiar words and phrases*
- 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 the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

Roles and Responsibilities

The Headteacher & SLT are responsible for -

- ensuring there is a shared vision for MFL within the school
- ensuring consistent implementation of the MFL Policy

The MFL Co-ordinator is responsible for -

- the day-to-day implementation of the MFL Policy and aspects of the MFL development plan as well as the implementation of a MFL scheme of work
- reviewing the MFL Policy
- monitoring the delivery of and standards achieved in MFL; an overview of which is gained through scrutiny of work and planning and discussions with pupils
- co-ordinating the integration of MFL into the curriculum, ensuring continuity and progression throughout the year groups
- co-ordinating training for staff to raise awareness, build on experience and develop confidence
- co-ordinating the purchase and allocation of MFL resources depending on budget priorities

Teachers are responsible for –

- reinforcing language through school routines and procedures
- teaching the selected language (French) on a weekly basis (2 x 15 min sessions/1 x 30 minute session) with the gradually reducing support of MFL co-ordinator. KS2 only.

Teaching and Learning

Knowledge, skills and understanding

Understanding and using the foreign language

In the early stages of language learning pupils might be taught:

- a. how to use and respond to the foreign language
- b. how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- c. correct pronunciation and intonation
- d. how to ask and answer questions
- e. techniques for memorising words, phrases and short extracts
- f. how to use context and clues to interpret meaning
- g. how to make use of their knowledge of English or another language in learning the foreign language.

Pupils can be taught about other countries and cultures by:

- a. working with authentic materials including some from ICT-based sources
- b. considering their own culture and comparing it with others
- c. considering the experiences of other people.

In order to develop their knowledge, skills and understanding further, pupils might also be taught:

- a. the interrelationship of sounds and writing
- b. simple aspects of grammar and how to apply them

- c. how to initiate conversations
- d. how to use dictionaries and other reference materials
- e. how to communicate with each other in the foreign language in pairs and groups and with their teacher
- f. how to use their knowledge of the language creatively and imaginatively
- g. how to use the foreign language for real purposes.

Speaking and Listening

The children will be given opportunities to:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening;
- Develop their oral abilities at their own levels;
- Develop listening and comprehension skills through a variety of means.

Reading and Writing

The children will be given opportunities to:

- Read stories, captions and words, for enjoyment and to practise vocabulary;
- Read stories, captions and words to gain awareness of the structure of written French/Italian and begin to learn the grapheme-phonetic relationships;
- Copy write high frequency words at the end of Key Stage 2 e.g. days, months, name, age; and use these to create simple sentences about themselves and their environment.

Teaching and Learning Style

To engage and stimulate pupils' learning and encourage the children to be actively involved:

- Emphasise the listening and speaking skills initially, building up the reading and writing skills gradually.
- Use a multi-sensory and kinaesthetic approach to teaching, including sound and movement, to aid memory retention.
- Make the lessons as entertaining and enjoyable as possible, to help foster a positive attitude to language acquisition.
- Build children's confidence through constant praise for contributions they make, however tentative.

Resources and teaching activities to include:

- ICT programmes and interactive games such as Le Niveau Bleu whiteboard resources, BBC games and CILT online resources
- Role-play
- Practical equipment and items
- Games and cards
- Singing and listening to songs (particularly action songs)
- Puppets and soft toys to demonstrate the foreign language
- Native speakers into the classroom
- Linking class and phase topics with a geographical or multi-cultural theme, to the target language
- Mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language, without the need for translation.
- Stories, poems, captions and flash cards
- Links to local and global festivals and events

- Use of the outdoor environment
- Out of school visits and language festivals
- Interactive displays

Timetable:

KS2 – French in years 3 to 6 and guest languages (depending on community help, skills of classroom teacher and topics currently being studied)

- Currently MFL is taught by the MFL co-ordinator , using the Niveau Bleu interactive resource, as a weekly timetabled slot, and incidentally, during the course of the school day, by class teachers. The class teachers are expected to take responsibility for language teaching from Spring term 2015.
In Reception/Y1/Y2 languages will be taught as part of school routines (register, days of the week, classroom commands). This is important as it awakens language awareness, develops listening skills and a love of playing with words and ways of expressing oneself. Through exposure to another language, the first critical language skill, of listening, is developed. Learners need lots of opportunities to listen if they are eventually to speak themselves thus the development of oral understanding through repetition in many guises, is a key element in language acquisition.

These key skills can then be built upon as pupils move through Key Stage 1 and 2.

- Y3-6 30-minute lesson (or 2 x 15 minute sessions), plus opportunities on a regular basis as part of the school routines (register, days of the week, classroom commands) and incidental cross-curricular opportunities
- Additionally, we have several languages within our extended community and we aim to have a half-termly input to reflect the diversity of our community and raise awareness of opportunities for language learning. This will be developed with the support of the “Language of the month” materials. (See attached)

Planning for MFL is based on Le Niveau Bleu, for year 3, with additional materials for years 4-6 being added each year. The provider is Network for Languages based at University of Bath. These will be phased in, as the materials are available.

Curriculum links

Across the curriculum, there are many opportunities for language skills and knowledge to be practiced.

Literacy

Learning a MFL contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Speaking and listening skills are developed during language lessons, as children are encouraged to listen and respond, and to discuss and share their work in groups and to the whole class. Written skills are also developed when pupils record information in a variety of forms, as they progress in their language learning.

Numeracy

MFL can contribute to the teaching of numeracy in a number of ways. The children can revise mathematical skills whilst using and applying their French knowledge through simple maths questions and problems, role play e.g. in a French café, and games such as “Fizz buzz” or “Onze”. A list of possible number games is stored electronically in the MFL policy folder.

ICT

Pupils use ICT to support their work in MFL by learning how to find, select and analyse information on the Internet, which can support their investigation of inter-cultural understanding. They can further use ICT to record/present their research, reviewing, modifying and evaluating their work and improve its presentation. Cameras, video recorders and voice recorders can be used.

Assessment

As yet no assessment criteria have been specified on a year-by-year basis, merely that progress needs to be demonstrated. Therefore we are using the assessment materials that are integrated in the Niveau Bleu scheme, both self-assessment and formal assessment elements, until such time as these are provided. These need to be used at the end of a termly module.

Additional forms of assessment could be used:

- Observation
- Questioning
- Discussion with children

- Written work to receive feedback
- Video, photographs and sound recordings
- Samples of work

Resources

As a school we use a variety of resources, which can be used for the teaching of MFL. The MFL co-ordinator supported by all staff will monitor the availability, stock level, use and condition of resources. All resource needs should be reported to the MFL co-ordinator who will be responsible for obtaining them.

Special Needs

Planning will provide differentiation for the inclusion of pupils of varying abilities. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with special educational needs. This will be done by using diverse open-ended tasks and graded activities. We aim to ensure that all pupils reach their potential in MFL according to their individual needs. Tasks will be offered that will demonstrate and facilitate progress.

Gifted and Talented

Exceptionally able pupils need to be challenged and motivated by differentiated work given by the teacher, appropriate to his or her needs. Teachers will also use questioning effectively, and subject matter that draws on children's problem solving and thinking skills. Open-ended tasks and challenges will be provided so that children have the opportunity to demonstrate their knowledge and abilities.

Equal Opportunities

We value equal opportunities for all of our children and believe that all pupils should have access to study a stimulating, engaging, challenging and exciting MFL curriculum. This is regardless of gender, race, cultural background or any physical or sensory disability, and all should be supported to make the greatest progress possible. The learning opportunities enable all pupils to make progress, setting suitable learning challenges and responding to each child's different needs. For those children who need extra support, we ensure that this is provided either through classroom organisation, teaching materials, teaching style, or differentiation. Those

listed on the Gifted and Talented Register also have their needs met through the appropriate selection of activities and tasks.

The MFL Curriculum will provide opportunity through:

- Activities, which are well matched, and challenging to the differing needs and backgrounds of pupils.
- Attention to the interests and actions of boys and girls.

Health and Safety

MFL activities must be safe for both pupils and staff. When planning activities, teachers will anticipate likely safety issues and carry out a risk assessment prior to starting the activity. Children are encouraged to consider health and safety issues for themselves and others.

Review and Monitoring of policy

This policy has been developed through discussion with the teaching staff and governing body. It will be updated in line with new initiatives and changes to the curriculum. The MFL Co-ordinator will monitor the implementation of this policy.