



**BROADWOOD PRIMARY
SCHOOL**

MFL POLICY

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MFL Lead Staff
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BROADWOOD PRIMARY SCHOOL
Modern Foreign Languages (French)
Policy

1 Rationale for Teaching Languages at KS2

- 1.1 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. In September 2014 the teaching of a modern language (other than English) or ancient language becomes statutory for all KS2 children. Broadwood Primary School believes strongly in the benefit of this and therefore implemented the teaching of French for all KS2 children (Y3 to Y6) from September 2008. Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching as an optional subject, although we encourage and have encouraged and supported a whole school approach.
- 1.2 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.
- 1.3 **Language learning stimulates children's creativity** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports oracy and literacy** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- 1.5 **Language learning leads to gains across the curriculum** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.
- 1.6 **Language learning supports and celebrates the international dimension.** As a school we have an increasingly diverse population with a diverse range of languages. Although the UK enjoys greater linguistic diversity than in the past, our country 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, particularly those children who join our school community and develop their English speaking skills. 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 and gain an appreciation of the whys, hows and needs to learn a new language.

2 Our **aims** of teaching MFL are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement; □ explore and apply strategies to improve their learning; □ explore their own cultural identities and those of others.

3 **Teaching and learning styles and procedures**

3.1 At Broadwood Primary School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language for KS2 is French. This choice was made originally as a result of staff knowledge and confidence in this language. The lessons are to be delivered by the class teacher by using the North Tyneside Scheme of Work.

3.3 KS2 children follow the MFL Scheme of Work and therefore a set progression. Lessons follow the Unit Plans from Year 3 to Y6, as well as opportunities to deliver French in daily routines.

3.4 Recommended resources are available on the school network.

3.5 Lesson Content:

The focus of study in modern languages will be of practical communication.

The French lessons are to include:

- a. learning French vocabulary
 - b. joining in and responding
 - c. engaging in conversations (asking and answering questions, expressing opinions)
 - d. teaching of basic French grammar and spelling patterns
 - e. speaking in simple sentences
 - f. developing accurate pronunciation
 - g. playing games and learning songs and rhymes
 - h. using language that has been taught in role play situations
 - i. presenting ideas to a range of audiences
 - j. researching and learning about life in France
 - k. beginning to write phrases and sentences from memory and adapt these to create new sentences
 - l. describe people, places and things and actions orally and in writing
- French will be included in whole school occasions e.g. Christmas celebrations and Summer concerts.
 - French will be used in displays that relate to the children's learning.
 - Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

3.7 For more information on pedagogy including progression, differentiation, ICT and use of the target language, see:

http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209663

4 MFL curriculum planning

4.1 From September there will be a designated session per week dedicated to the teaching of MFL in KS2 . The timing of the session will be flexible and adaptable within year groups depending on the needs of that Year group in other curriculum areas. In KS1 there will be MFL sessions delivered that are discrete, and also within daily routines (for example register, weather, snack time). Both Key Stages will follow the North Tyneside scheme and show planning within the Creative Curriculum Planning format. Younger children may take part in any activities – and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. La Jolie Ronde is a useful resource for KS1 See:

http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209659

4.2 We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). Broadwood MFL Scheme of work is based on the North Tyneside SoW and outlines what we teach in the long-term.

4.3 Our medium-term plans, which we will also base on the Framework, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Year 3 will begin teaching from Unit 1 in discrete sessions. Pace of teaching will depend on the continuity and progression from Key Stage 1.

4.4 Short term planning – see comment above re creative curriculum

5 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. For more information on inclusion in MFL, see: http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209685

7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

8.1 Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

- 8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.
- 8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.4 Assessments are based on the Progression Statements and Learning Objectives from the Key Stage 2 Framework for languages . These are divided into three main areas, by Year Group: Oracy, Literacy and Intercultural Understanding.

For full details on Progression Statements and examples of teaching activities by Year Group, see: <http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/> <http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/> and <http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/> Progression statements are also available on the Languages Ladder, and these will reflect learners' abilities to beyond KS3:

www.assetlanguages.org.uk/UserFiles/File/specialists/cando_sept2005.pdf

9 Resources

There is a range of resources to support the teaching of MFL across the School: see MFL Audit of Resources April 2014 available on the school network under MFL.

10 Monitoring and review (to be reviewed)

- 10.1 The subject leader audits the needs of staff with regards the teaching and learning of MFL. Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The subject leader liaises with the local secondary schools to enhance the teaching of French.
- 10.2 **Action** *A named governor will be appointed and will be responsible for MFL meeting regularly with the subject leader in order to review progress.*
- 10.3 This policy will be reviewed at least every 2 years.