



Modern Foreign Languages Policy 2017/18

To be reviewed July 2018

Tinsley Meadows Primary Academy Modern Foreign Languages (MFL) Policy

Autumn 2017

1. Introduction

- 1.1 'In the knowledge society of the 21st century, language and competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.' (DFES)
- 1.2 Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. (National Curriculum)
- 1.3 At Tinsley Meadows Primary School over 90% of the pupils are learning English as an additional language. Pupils are from a variety of minority ethnic groups including Pakistani, Bangladeshi, Yemini, Malaysian, Caribbean, African, Slovakian, Hungarian, Roma, Polish and Czech. Learning a foreign language will allow pupils to develop transferable skills and language learning skills whilst also increasing awareness of different countries and cultures.
- 1.4 In our school, children have the opportunity to learn a modern foreign language as part of the school curriculum. Children are involved in the learning French from Year 3 through to Year 6 in line with the national curriculum. Learning a modern foreign language in a child's early years facilitates the learning of other languages later in life. At the same time, the earlier a child is exposed to a modern foreign language, the faster the language in question is acquired.

2. Aims and objectives

2.1 The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- 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.

3. Organisation

3.1. Children learn French throughout Key Stage 2, which is timetabled for a 30-minute session per week; this is then followed up by regular practice throughout the rest of week. The class teacher delivers the language in his/her class and incorporates French where possible in daily routines.

4. The curriculum

4.1 The curriculum that we follow is based on the guidance given in the key stage two primary framework for languages. This encourages oracy, literacy, intercultural understanding, knowledge about languages and language learning strategies. Through these skills, children learn how to:

- ask and answer questions
- use correct pronunciation and intonation
- understand basic grammar
- memorise key words
- interpret meaning.

5. Teaching and learning style

5.1 We base our teaching of French on the languages scheme of work. We have adapted this to the context of our school and the abilities of our children. Teachers also have access to The Language Factory resource to support their teaching.

5.2 We use a variety of multi-sensory and kinaesthetic techniques to meet the needs of our learners which encourage the children to have an active engagement in modern foreign languages. This is carried out through games, role-play and songs in addition to the use of puppets and soft toys. We also encourage the involvement of French native speakers in the learning environment in order to expose the children to more than one voice in the foreign language. 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 constant praise for any contribution that they make in the foreign language.

6. Cross- curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of;

- *English:* Development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/ spelling links, dictionary work, formation of structures (e.g. singular/ plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types and formation of complex sentences.

- *ICT:* Use of email with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word processing, easy speak microphones.

- *Citizenship:* The multilingual society, knowledge of other countries and cultures.

- *Numeracy:* Counting, calculations, money, time and date etc.

- *Geography:* Work related to studying other countries, weather.

- *Science:* Parts of the body, animals.

- *Music:* Rhyming, rhythm, singing, composition and world music.

- *RE:* Celebration of festivals, storytelling, calendars, customs, international and multicultural work.

- *History:* Study of other countries.

-*Art*: Colours, artists from around the world, descriptions of paintings.

-*PE*: Physical responses to the teachers instructions issued in the language being learnt.

7. Assessment

7.1 The children are assessed by the teacher and also carry out self-assessments to see and monitor the progress that they are making in the language. This is done informally during the lessons to inform future planning. We assess:

- listening
- speaking
- talking to somebody
- reading
- writing
- intercultural understanding

7.2 Children are assessed on an ongoing basis by the class teacher. At the end of each term teachers will assess children against the POS in order to inform future planning.

7.3 At the end of KS2 a record of assessment is passed onto secondary schools in order to ensure children's language skills are being developed.

8. Monitoring and review

8.1 A Modern foreign languages co-ordinator within the school monitors the learning of languages.

8.2 The co-ordinator liaises with the local secondary school (Brinsworth Comprehensive School) and the feeder schools so that they are aware of the modern foreign languages experience our children have when they move on to the next phase of their learning.