



Scargill Church of England Primary School

Modern Foreign Language Policy

Date policy approved:

Date of Review:

Our Curriculum Intent.

Through promoting a thirst for learning, all our children are inspired to become confident, inquisitive and resilient. We strive to allow children to work both independently and collaboratively using learning styles which suit them. Through our knowledge rich curriculum, Scargill children will thrive in our ever-changing world to become valued citizens of the future. Our curriculum intent dovetails with our values and ethos.

National Curriculum Statement

Aims

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
- 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

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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

Curriculum Statement

In our school we teach a foreign language to all our KS2 children as part of our normal school curriculum. This is a compulsory requirement from September 2014.

We believe that a Modern Foreign Language 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. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Intent

The aims and objectives of learning a modern foreign language in primary school are:

- 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.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

KS2 children have a regular weekly lesson of modern foreign language a week, in order to ensure progression and skills development plus other opportunities throughout the week to practice what they have learnt, such as during registration.

The curriculum

French is the modern foreign language that is taught in our school.

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:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups, and communicate in French;
- Look at life in another culture.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Impact

At Scargill we aim to spark and evolve a passion for languages which we be carried through to the child's learning in Secondary School. Children will have a solid foundation on which to build a greater understanding of languages. Through learning about our wider world and how other people live we aspire to instil tolerance and understanding in our children with the aspiration they will pass this knowledge onto others who may challenge these values.

SEND and Inclusion

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. 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 Scargill, 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.

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified. Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, and it is also appropriate to plan to have peer tutors for some lessons where the objectives also enable the more

able user to learn by specifically teaching. Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Assessment

Pupil progress is recorded, monitored and assessed in line with the National Curriculum 2014. The class teacher assesses each child's progress with reference to the attainment targets in the Programme of Study for Languages. Year group objectives are aimed to be met throughout the year to ensure they are fully embedded by the end of the year. By the end of each year, the stages which have been achieved for each attainment target will be recorded on a monitoring sheet. Assessment is based on class observations of listening and speaking activities as well as written evidence in the children's French book. These regular informal assessments are used to ensure that planning takes account of the children's understanding, their way of thinking and their language skills development. There is also a self-assessment by the children after each lesson.

The Role of the MFL Coordinator

The main tasks of the coordinator are listed below. Increasingly, the role will include the support of class teachers in supplementing MFL provision in order to improve the quality and continuity of Modern Foreign Language teaching across the school.

The coordinator is responsible for:

- Providing overview of learning to ensure clear progression of learning;
- Liaising with the class teachers and keeping them informed;
- Discussing progress in MFL and any issues as they arise;
- Discussing teaching and learning with the class teacher;
- Writing and reviewing the MFL Policy and Action Plan;
- Co-ordinating the use of classroom resources;
- Keeping up-to-date, through reading and attending relevant courses, and by developing links with external agencies.
- Yearly reviews with staff members to assess and action any training needs.
- An 'open door' policy for staff to come and ask for help in an area of MFL teaching.

Management and Training:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff.