

Clutton Primary School



Modern Foreign Languages Policy

Rationale

As part of a new primary National Curriculum (September 2014), learning French has become a requirement for children within KS2. Learning a foreign language is 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.

Aims

We aim to develop children's experience of language acquisition and encourage curiosity about languages. To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing. Extend their knowledge of how language works and explore differences between French and English and strengthen their sense of identity through learning about culture in Francophone countries and comparing it with their own culture.

School Curriculum

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

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.*

Planning & Assessment

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented.

Cross Curricular Links

MFL learning makes a major contribution to listening, speaking and response skills. The style of teaching through which the MFL curriculum is delivered supports the acquisition and development of a range of social skills, in addition to developing an awareness of other cultures and people.

MFL learning naturally provides links to the geography curriculum and connects strongly with numeracy and literacy.

Teaching Methods

Key Stage 1

Teaching a language at KS1 is not compulsory, but teachers are encouraged to teach a foreign language in their class.

French is taught in a whole-class setting, by the class teacher. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles with a mainly spoken focus. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening however, when appropriate, children record written work informally in books or folders.

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem.

Key Stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. At Clutton School the language taught is French. 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.

Teaching 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.

Pupils will 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.

Marking

See feedback policy

Reporting

Parents receive an annual written report on which there is a summary of their child's effort and progress in French over the year. There are also two parent evenings where progress and attainment can be discussed.

Equal Opportunities

See equal opportunities policy

Homework

See homework policy

Health & Safety

See health and safety policy

Role of the Coordinator

- To demonstrate good practice in the teaching of MFL.
- To support colleagues.
- To monitor MFL teaching in the school through:
 - lesson observations
 - the regular undertaking of work scrutiny
 - talking with children and staff
 - updating staff on latest guidelines and initiatives as appropriate
 - analysis of pupil data and specific pupil groups
 - ensuring resources and equipment are readily available and centrally stored.

A yearly action plan will identify areas for development and detail how these will be addressed.

SEN/Gifted & Talented Pupils

All children, irrespective of ability or needs, have equal access to the MFL curriculum, to the opportunities it offers and to extra-curricular activities. The study of a MFL engages children in a range of activities matched to their age, key stage, ability and special needs. Through differentiation, teachers allow for the different pace needed to support individuals in their progress, whilst recognising their preferred learning style.

Monitoring & Review

This policy will be reviewed every two years

Natalie Jones
MFL Coordinator
February 2015

Review: February 2017