



Rettendon Primary School

Policy on Modern Foreign Languages (MFL)

1 Aims and objectives

- 1.1 In our school, we support the view that learning a modern foreign language is an entitlement for all pupils. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- 1.2 Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:
- familiarise themselves with the sounds and written form of a modern foreign language;
 - develop particular language-learning skills;
 - begin to understand a new language, and communicate in it;
 - make comparisons between languages;
 - learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
 - develop a positive attitude towards the learning of foreign languages in general;
 - use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
 - acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

2 Teaching and learning style

- 2.1 We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

- 2.3 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs)
- 2.4 We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.
- 2.5 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, however tentative.
- 2.6 We allow for differentiation by:
- using peer support – we partner pupils of disparate ability;
 - setting common tasks which are open-ended and can have a variety of responses;
 - providing resources of different complexities, matched to the ability of the child.

3 The curriculum

- 3.1 The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines.
- 4.2 We teach the children 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 to communicate in the other language;
 - look at life in another culture.

5 The contribution of MFL to the development of SMSC

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general. By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

7 Modern foreign languages and inclusion

- 7.1 At our school, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children.

8 Assessment for learning

- 8.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons.

10 Monitoring and review

10.1 We monitor teaching and learning in the same way as we do all the other courses that we teach in the school.

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe MFL lessons across the school.

10.4 This policy will be reviewed at least every three years.

Signed: J Barber

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Review: 2018