

## Broad Chalke CE VA Primary School

### MFL Policy

**Mission Statement: 'With the love of God we learn, care, grow and share.'**

At Broad Chalke Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning a foreign language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

#### Rationale

As of September 2014, the teaching of a foreign language to every child in KS2 is a statutory requirement. Specific curriculum guidelines are set out in the KS2 languages programmes of study and are designed to 'lay the foundations' for foreign language learning at KS3.

#### Aims and Objectives

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

- to give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment
- to foster an interest in learning other languages
- to introduce young children to another language in a way that is enjoyable and fun
- to stimulate and encourage children's curiosity about language
- to encourage children to be aware that language has structure, and that the structure differs from one language to another
- to help the children develop their awareness of cultural differences in other countries
- to develop their speaking and listening skills
- to prepare the children for future study
- to extend our language teaching beyond mother tongue learning
- to raise staff awareness of and competence in the teaching of a foreign language

#### Organisation

French is taught by specialist staff, Mrs Jo Newsome and Mrs Sally Crosse, to children in Year 3 for 30 minutes each week and to those in Year 4, 5 & 6 for 1 hour each week. Greetings, registers, classroom routines and praise words are often conducted in another language by the class teacher to reinforce basic vocabulary.

French club, run by Mrs Sally Crosse, is available to all children in Key Stage 1.

#### The Curriculum

The scheme of work that we follow is written by the specialist teacher based on the guidance given in the national curriculum, the QCA scheme of work for Modern Foreign Languages 2000, the LCP scheme of work for French and the National Framework for languages. We have content and skills based objectives.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups, and communicate in French
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured

- be practical, active and varied, eg. role plays
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem
- improve speaking and listening

### Teaching and Learning Style

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play, action songs and story-telling. We also make use of the Interactive Whiteboard with the 2simple French program. The children are also involved in research and learning about the culture of the country.

The teaching provides an appropriate balance of spoken and written language.

We particularly emphasise listening, responding and speaking skills with the addition of simple reading and writing skills. We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make.

### Planning and Assessment

The specialist teachers plan and deliver the lessons. We assess the children's progress informally during the lessons through questioning and oral feedback, and by marking their written work. Each child's effort and progress is recorded in their annual written report.

### Resources

We use a variety of resources, many of which are already used in school in other parts of the curriculum, e.g. multi link and dice. We also follow the LCP Primary French. We use songs and stories from different publications. The Interactive Whiteboard, laptops and ipads, flashcards and realia are used for many aspects of teaching MFL.

### Equal Opportunities

The way the lessons and scheme of work are planned takes into account the differences in interests between boys and girls. We avoid gender stereotyping when organising into groups and assigning activities. Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes towards cultural diversity.

### Special Educational Needs

Children with SEND are actively encouraged to participate fully in MFL lessons with the necessary support.

### Role of the Subject Leader

The specialist teachers are responsible for long, medium and short term planning and will revise the schemes of work in the light of evaluations. The specialist teachers support the class teacher with the French and MFL methodology and will also lead ideas for celebrating Language Days and Cultural Weeks.

### Parents and the Wider Community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn each week and help to understand the similarities and differences in culture.

### Monitoring and Review

The Headteacher, the MFL subject leader and the Governor with the responsibility for MFL undertake monitoring. There will be informal liaison with other staff and the Headteacher to give and receive feedback and to inform them of pupils' engagement.

Ratified by FGB: March 2015

Reviewed: Summer 2018

Next Review due: Summer 2021