



MFL Policy

Version Date:	June 2018
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Review Date:	June 2019

1. Rationale for Teaching Languages at KS2

1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. By the year 2014 all children in KS2 had to learn a language other than English. At Moorside Community Primary school we believe strongly in the benefit of this.

1.2 **Learning a language enriches the curriculum**, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language-learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community; learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

1.3 **Language learning stimulates children's creativity** Children enjoy taking an active part in language lessons. They join in with putting actions and sounds to words, singing and reciting rhymes. They create sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

1.4 **Language learning supports oracy and literacy** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

1.5 **Language learning leads to gains across the curriculum** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 **Language learning supports and celebrates the international dimension** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2. Aims

Our aims of teaching MFL are for children to:

- gain enjoyment, pride and a sense of achievement;
- gain confidence in “having a go”;
- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

3. Teaching and learning styles and procedures

3.1 At Moorside Community Primary School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children’s knowledge, skills and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, Geography, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen languages for KS2 are French and Spanish based on popularity of choice at KS3, nearby secondary schools’ preferred languages, staff knowledge and availability of quality resources.

3.3 The lessons are to be delivered by Class Teachers.

3.4 KS2 children are entitled to 45 minutes of MFL teaching a week which will follow a diverse range of schemes including La Jolie Ronde , Linguafun and resources on the SMARTs provided for Lower KS2 and Upper KS2. Lessons will aim to present new language once a week in the communicative approach, supporting new material with a balanced variety of activities enforcing learning through listening, speaking, reading and writing, games, role-play and comprehension activities.

3.5 Lesson Content:

The French lessons which will take place from September to Spring half-term are to include:

- a. learning French vocabulary (through speaking and actions)
- b. asking and answering questions
- c. playing games and learning songs
- d. teaching of basic French grammar and spelling patterns
- e. using language that has been taught in role-play situations
- f. beginning to write phrases and sentences
- g. researching and learning about life in France
 - French will be used in displays that relate to the children’s learning.
 - ‘Words of the Week’ will be introduced to allow the Class Teacher to encourage learning of a few key French words a week.
 - Staff will begin assembly by saying, “ Bonjour tous le monde.” with the children responding, “Bonjour, Madame/Monsieur ____”

3.6 Lesson Content:

The Spanish lessons which will take place from Spring half-term to July are to include:

- a) learning Spanish vocabulary (through speaking and actions)
- b) asking and answering questions
- c) playing games and learning songs
- d) teaching of basic Spanish grammar and spelling patterns
- e) using language that has been taught in role-play situations
- f) beginning to write phrases and sentences
- g) researching and learning about life in Spain

- Spanish will be used in displays that relate to the children's learning.
- 'Words of the Week' will be introduced to allow the Class Teacher to encourage learning of a few key Spanish words a week.
- Staff will begin assembly by saying, " Buenas Dias." with the children responding, "Buenas Dias Senora/ Senor ____"

4. MFL curriculum planning in KS2

4.1 MFL teaching became a statutory National Curriculum requirement for all children in KS2 from September 2014.

4.2 We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term).

4.3 Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The MFL coordinator is responsible for keeping and reviewing these plans.

4.4 Teachers complete a weekly (short-term) plan for the teaching of MFL. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught.

5. The Foundation Stage and KS1

Children may become accustomed to the French language, accent and intonation through French songs. They build their confidence and retain vocabulary through the songs and actions. They learn to say good morning in French and Spanish in assembly.

6. MFL and Inclusion

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. 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. For further details see separate SEND policy.

7. Links outside school

Local secondary schools require information on language taught to aid further education. There is no current link with local secondary schools.

8. Assessment for learning

8.1 Children are assessed informally during lessons to evaluate what they have learned.

8.2 Progress and attainment is recorded against targets.

8.3 Assessments are based on the progression statements and learning objectives from the KS2 framework for languages and are divided into 5 objectives: Oracy, Literacy, Intercultural Understanding, Knowledge about Language (KAL) and Learning Language Strategies (LLS).

8.4 The class teacher will include some children's work and photos in their Cornerstones book. In addition a display area in each KS2 classroom enriches the classroom environment.

8.5 The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2. In addition, a display area in each KS2 classroom presents pupils' target language work.

9. Resources

There is a range of resources to support the teaching of MFL across the School (La Jolie Ronde, Linguafun and other resources including a selection of French and Spanish books in the library).

Children have access to the Internet through their classroom computers, laptops and tablets.

10. Monitoring and review

10.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the MFL Co-ordinator, supported by the assistant head teacher (curriculum). The work of the co-ordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school.

10.2 This policy will be reviewed every year.