



Jesus said 'I have come so that you might have life - life in all its fullness' St
John's gospel Chapter 10, verse 10

Brill Church of England School

Modern Foreign Languages Policy

Policy Reviewed	Sept '18				
Policy Owner	E.Tate				
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Introduction

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Languages curriculum at Brill C of E Primary School.

This document describes the aims and principles for the teaching of MFL. It has been written by the MFL Coordinator, Emma Tate, and reviewed by the Head Teacher and Governing Body.

The Nature of Modern Foreign Languages

Modern Foreign Languages is the development of children's linguistic competence. It should be seen as a life-long skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

The National Curriculum For every pupil in Key Stage 2,

Modern Foreign Languages is a statutory foundation subject at KS2. The Attainment Targets outlined in the Programme of Study for Languages relate to: listening and speaking skills; reading and writing skills and knowledge about grammar.

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words.
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help.
 - Speak in sentences using familiar vocabulary, phrases and basic language structures.
 - Present ideas and information orally to a range of audiences.
 - Appreciate stories, songs, poems and rhymes in the language.

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.
 - Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
 - Describe people, places, things and actions orally and in writing.
 - Write words from memory and adapt these to create new sentences, to express ideas clearly.

Grammar

- Understand basic grammar appropriate to the language being studied.

The Aims of Modern Foreign Languages Teaching

1. Develop an enthusiastic and positive attitude to other languages and language learning;
2. Develop language skills and language learning skills;
3. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
4. Become aware that language has a structure, and that this structure differs from one language to another;
5. Become increasingly familiar with the sounds and written form of a modern foreign language;
6. Gain enjoyment, pride and a sense of achievement;
7. Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
8. Increase cultural understanding by learning about different countries and their people, communicating with children from other countries and working with written materials from those countries and communities;
9. Explore and apply strategies to improve their learning;
10. Form a sound basis for further language learning at Key Stage 3 and beyond.

The Objectives of Modern Foreign Languages Teaching

- 1 Learn in a non -threatening environment which builds upon positive achievements;
- 2 Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- 3 Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- 4 Apply their learning by reproducing sounds themselves and creating phrases and sentences;
- 5 Develop phonic knowledge about the language;
- 6 Begin to recognise and read words that they have already encountered in the development of their oracy skills;
- 7 Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
- 8 Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
- 9 Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
- 10 Use their knowledge about the way language works and apply their knowledge when learning a new language;
- 11 Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

Organisation and time spent on teaching

French is taught in Key Stage 1 in class groups by the MFL Coordinator, a specialist languages teacher, for 30 minutes per week. Spanish is taught in Year 2 and Year 5. All KS 2 pupils receive one 45 minute session per week (either French or Spanish)with the MFL co-ordinator .

Cross-Curricular Aspects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and Numeracy, Science, Music, Art and PE.

Information Communication Technology

Where possible, ICT is used to enhance the delivery of language through interactive presentations and activities. We use it to develop links with our partner schools and to carry out relevant research to enhance learning.

Teaching Methods

1. Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning;
2. Presenting a language model for oracy and literacy skills;
3. Practising and producing language individually, in pairs and in groups;
4. Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT;
5. Relating aspects of the new language to children's existing knowledge;
6. Exploring the differences and similarities between the new language and any language they already know;
7. Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language;
8. Teaching of the phonics of French which will become more explicit as children progress through the Key Stage;
9. Learning about France and French speaking countries.
10. Communicating with and exchanging ideas and information with children from other countries and schools.
11. Skyping children from other countries and schools.
12. Brill school runs a bi-annual trip to France in Years 5 and / or 6 during which the children buy their own lunch in a French market and sample French cuisine.

Teaching Plans

All lesson plans are produced by the MFL Coordinator and are in line with the school's planning policy. They are designed to meet the targets of the KS2 Programme of Study for Languages .

Schemes of work have been developed over time for all Year groups but are subject to constant re-evaluation. Wherever possible the MFL teacher works closely with the class teacher so the MFL learning complements that of other subject areas.

Assessment, moderation, recording and reporting

Pupil progress is recorded, monitored and assessed in line with the National Curriculum 2014.. Assessment is based on class observations of listening and speaking activities as well as written evidence in the children's MFL exercise book. Informal assessments are important 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 unit of work in which they evaluate their performance and receive written feedback from the MFL Coordinator. The outcomes are used to inform planning and target individuals and/or groups where necessary. Parents receive an annual written report about their child's progress in MFL.

Resources

General resources are kept in the staffroom

Each child in KS2 is provided with an exercise book in which to keep a record of their learning. These books are stored in the classrooms. Where the class teachers have enough space, display material will be provided to support learning of pronunciation and grammar and the pupil's own work.

Special Needs and Classroom Support (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. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt. 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 Brill School we will teach MFL to all 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. We must also be

made aware that some children are removed from MFL classes on a regular basis, in order to make time for other needs: IEPs, focused learning, booster groups, music lessons, etc.

Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

Health and Safety

Health and safety arrangements are in line with the school policy.

The Role of the MFL Coordinator

The main task of the coordinator, in consultation, is to support class teachers and so improve the quality and continuity of Modern Foreign Language teaching in the school. The coordinator is responsible for:

- 1 Supporting and working with colleagues, and keeping them informed;
- 2 Discussing progress in MFL and any issues as they arise;
- 3 Discussing teaching and learning with the class teacher;
- 4 Writing and reviewing the MFL Policy and Operational Plan;
- 5 Co-ordinating the use of classroom resources;
- 6 Keeping up-to-date, through reading and attending relevant courses, and by developing links with external agencies.
- 7 Attending meetings and liaising with other MFL Coordinators within Buckinghamshire and Oxfordshire.
- 8 Establishing links with schools in France and French speaking countries.