



Aspin Park Academy

Modern Foreign Languages (MFL) Policy

INTRODUCTION

This policy document sets out the school's aims, principles and strategies for the delivery of Modern Foreign Languages.

RATIONALE

'Learning a foreign language is a 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.'

Purpose of Study, National Curriculum, September 2013

At Aspin Park Academy, we believe that the learning of a foreign language in primary school provides a valuable educational, social and cultural experience for all pupils, enabling them to:

- Develop key communication skills
- Extend their knowledge of how language works
- Acquire the skills and confidence to learn any language at any time in their life
- Acquire a new perspective on the world
- Develop their understanding of their own cultures and those of others.

As part of the National Curriculum, all Key Stage 2 pupils must now learn another language in school time. At Aspin Park Academy, we have chosen to teach French to all children in KS2.

AIMS AND OBJECTIVES

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

- 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 make young children aware that language has a structure, and that structure differs from one language to another.
- To help children develop their awareness of cultural similarities and differences.
- To develop their speaking and listening skills.

- To lay the foundations for future language study

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

TEACHING AND LEARNING

At Aspin Park Academy, we aim to integrate language learning into everyday school life. Teachers, teaching assistants and children use and experiment with their knowledge of different languages whenever the opportunity arises. We use ICT where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

1 Languages lessons

- Children are taught specific skills, concepts and vocabulary in **weekly** French lessons with their class teacher, following the North Yorkshire Scheme of Learning for Primary French. The content of these sessions is reinforced during the week.

2. Languages embedded into other lessons

- Where appropriate, teachers aim to give children opportunities to practise their foreign language in the context of lessons in other subject areas. e.g. some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3 *'Incidental' language*

- We aim to make languages part of the day to day life of the school, for example, teachers use the foreign language to give simple classroom instructions, to ask questions and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

INCLUSION

Primary Languages teaching at Aspin School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has in fact shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

We plan language learning activities in such a way as to encourage the full and active participation of all pupils. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.

SCHEME OF WORK

We plan our MFL teaching and learning following the North Yorkshire Scheme of Learning for Primary French, as agreed by our Cluster Network. This scheme has been written in accordance with the Key Stage 2 Framework for Languages (DfES 2005). There are 6 units of work for each year, organized into vertical themes. This allows teachers to plan activities which match the children's needs and ensure progression.

At Key Stage 2, French is taught through a variety of games, including interactive whiteboard activities, songs, rhymes and drama activities using North Yorkshire's Scheme for Learning Primary French. The scheme draws on a wide range of resources including, Early Start, Boardworks "Ensemble" Take 10 and a variety of songs and raps.

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 and songs (particularly action songs). These games are present throughout the curriculum. Teachers also use mime to present new vocabulary, as this serves to demonstrate French without the need for translation.

Where possible, native speakers will be invited into school to expose the children to more than one voice in the foreign language, as well as to involve the children in learning about the culture of France.

We also use a multi-sensory and kinaesthetic approach to teaching, ie we try to introduce a physical element into some of the games, rhymes and songs as this serves to reinforce memory. We aim to make the lessons as enjoyable as possible, so that the children develop a positive attitude to the learning of Modern Foreign Languages.

ASSESSMENT

We will assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons to inform teaching and learning. Assessments are based on observation of children working on different oral activities and, where appropriate, written product.

In addition, the children in KS2 are involved in their own 'Assessment for Learning'. This involves working in pairs to check their learning against key areas relating to their half-term topic.

STAFF DEVELOPMENT

The subject leader for Primary Languages is responsible for writing an annual development plan to identify any school needs, including training and the purchasing of new resources, as well as co-ordinating professional development opportunities.

MONITORING AND REVIEW

It is our aim that MFL will be monitored in the same way as other curriculum subjects by the MFL coordinator. Teachers in KS2 complete a termly review sheet to show topics, skills and key language covered relating to our scheme of work. A copy of KS2 planning and shared resources is available on the school network.

The KS2 review sheet is our transition document to be passed on to Secondary School.

Updated July 2018

Date for Review – July 2019