

ST MARY'S RC PRIMARY SCHOOL
MFL POLICY
2016-2017

Mission Statement

St Mary's school community follows the teaching of Jesus Christ, working together to develop the whole child in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It has formed the basis the development of MFL in the school since 2008. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the KS2 MFL Framework and the QCA Scheme of Work for MFL, which give indications of what pupils in each age group may cover. This policy was developed by the MFL Coordinator. The core language taught at St Mary's is French.

The significance of Modern Foreign Languages

"We interpret the term Modern Foreign Language' to include the use of any living language to communicate ideas and receive information."

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able to access in the future to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Subject Aims

The overall aim for Modern Foreign Languages is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach MFL and use MFL effectively in their teaching of other subjects. However, this aim can be further broken down.

- To increase children's linguistic competence through regular timetabled MFL sessions.
- To help children develop their awareness of cultural differences in other countries and exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop listening, speaking, reading, writing skills and phonological awareness
- To lay the foundations for future language learning
- To encourage children to be aware that language has a structure and that the structure differs from one language to another
- To stimulate and encourage children's curiosity about language
- To encourage children's confidence and creative skills

Objectives

Our objectives are closely linked to the KS2 framework for languages and the Programme for Languages and include opportunities for pupils to undertake the following:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.
- Plan and prepare spoken language for real purposes to perform to an audience, e.g. role-play activities
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Read stories for enjoyment and to practise vocabulary.
- Read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.
- Memorise words
- Interpret meaning
- Learn about cultural traditions, aspects of everyday life and celebrations in France and French speaking countries and make comparisons with their own
- Work individually and collaboratively, taking an active role in group tasks
- Describe people, places things and actions orally and in writing
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Curriculum and School Organisation

French is taught weekly in all KS2 classes to ensure progression and skills development. All planning is undertaken by the Language Teacher, who adapts lesson plans according to each class. Although MFL is a cross-curricular subject, children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson with the Language Teacher. The content of these sessions should be reinforced by the Class Teacher during the week.

St Mary's aims to meet the entitlement for all pupils and are well placed for the introduction of statutory primary languages from September 2014. Our current scheme of work matches the requirements of the recently published Programme of Study:

- An appropriate balance of spoken and written language
- Pupils learn to speak in sentences, with appropriate pronunciation
- Pupils learn to express simple ideas with clarity
- Pupils learn to write phrases and short sentences from memory
- Pupils develop an understanding of basic grammar
- Pupils become acquainted with songs and poems in the language studied

- Teaching focuses on making substantial progress in one language
- Describe people orally and in writing
- The conjugation of high-frequency verbs

MFL should also be part of the school day and, as such, should be ongoing throughout all of children's learning. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. Each Class Teacher should use basic French classroom vocabulary throughout the day and expects the pupils to do the same. For example: practising number work, PE instructions, taking and answering the register.

As staff becomes more aware of MFL teaching methodology, MFL will be increasingly embedded in the curriculum. The MFL Coordinator will highlight opportunities in medium term planning and provide the necessary resources.

MFL provides opportunities for teaching the following cross-curricular themes:

- **Literacy** - listening, writing, reading and speaking skills
- **Maths** – through number recognition, practice, calculations, money, exchange rate
- **PHSCE** – through learning about attitudes towards others, through exploring cultural similarities and differences, through discussion about stereotypes and misconceptions, through working and co-operating with others
- **Science** - Healthy eating
- **PE** – through active games, parachute games, warm up activities
- **RE** – Religious festivals and beliefs in French speaking countries
- **History** – links between the UK and France, wars and alliances
- **Geography** – locations of the countries, exploring similarities and differences between places
- **Citizenship**
- **European Awareness**

Curriculum Management

The Subject Co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and scheme of work;
By ordering/updating/allocating resources;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments;

It is the responsibility of the head teacher to ensure that statutory requirements are being met (entitlement).

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Groupings for MFL should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

Through our French language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting appropriate levels of challenge and responding to individual pupil's learning needs.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Pupils with English as an additional language are taught French and may bring additional intercultural understanding and language skills to MFL.

Gifted and Talented pupils are listed on the G&T register and updated yearly.

Time Allocation

The hour a week entitlement is made up of a weekly 45 minute lesson by the Language Teacher and 15 minutes of extra practice with the Class Teacher spread across the week. Homework is also given when appropriate.

A 30 minute French club is organised weekly for the year 2 children during the first and second terms. This is a fun yet structured initiation to French from which children can gain a head start in preparation for year 3.

During the summer term, G&T children in year 5 are invited to deepen their knowledge of the French language and engage in fun but challenging activities during the 30 minutes French Club.

Class Organisation and Teaching Style

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. We use a variety of techniques to encourage the children to have an active engagement in the MFL. These include games, role-play and action songs. We use puppets and mime and actions to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We emphasise listening, responding and speaking skills with the addition of simple reading and writing skills.

We use multi-sensory and kinaesthetic approach to teaching, e.g. we try to introduce a physical element into some of the games (e.g: Take 10) as we believe that this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of MFL. We build children's confidence through praise for any contribution they make, however tentative. Children are rewarded with French stickers during lessons, stamps in their work books and with a certificate to take home when special effort or progress has been made by a pupil.

Each child has a folder where they record their written work, file vocabulary banks and have their level targets. In addition, pupils have a record of achievement in French where they record their progress against key objectives and reflect on the progress they are making in French.

There are opportunities for pupils to undertake research work using the internet.

Progression

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. For example,

single nouns and adjectives	stylo/rouge	pen/red
nouns with appropriate adjective	un stylo rouge	a red pen
verbs in the first person	j'ai un stylo	I have a pen
verbs in the third person	il/elle a un stylo	he/she has a pen
verbs with nouns and adjectives.	Il/elle a un stylo rouge	he/she has a red pen

The children are gradually asked to respond to longer pieces of French. Only oral French is presented at first, with oral responses required. When the children have acquired accurate pronunciation the written word is introduced. Children are increasingly asked to write words, phrases and ultimately sentences from memory.

Assessment, Record Keeping, Reporting

We assess children in order to ensure that they make good progress in French. Most assessment is formative and is used to support teaching and learning and inform future planning. As the Language Teacher works through the scheme of work she records her observations where appropriate and assesses the children's progress in the target language based on their achievement of the learning

objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. In addition the Language Teacher uses the Pupils' Record of Achievement on a series of "I can" statements. Children are encouraged to peer and self-assess using a range of strategies, e.g: talk partners, speaking and listening activities and ICT. This information is shared with the class teacher.

Gifted and Talented pupils are listed on the G&T register and updated yearly.

Written MFL work is marked in line with the school policy on marking.

For reporting purposes, a level of each pupil's MFL capability is given during and at the end of each academic year. This is based on the Language Ladder level descriptions.

Year 6 end of year pupil reports contain a personalised section on achievement in French.

Monitoring

We monitor teaching and learning in the same way as we do all other subjects. The coordination and planning of the Language curriculum are the responsibility of the MFL coordinator who also:

- Reports to the Head Teacher by evaluating the strength and weaknesses in MFL and indicating areas for further development
- Uses management time to review evidence of children's learning through monitoring of French planning and resources, looking at work in children's books and observation of French displays.

Resources

A variety of resources are available in school. These include teachers' resources, books, CD ROMs and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the French cupboard

There is a section in the library for read-alone dual language books.

The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget. The amount of this budget reflects the degree of priority given to MFL in the School Integrated Development Plan.

Evaluation/review

There is an annual review of this policy by the MFL coordinator