

Policy for Modern Foreign Languages

Buckden Primary School

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

It will form the basis for the development of MFL in the school. The policy was developed in the Autumn term 2014 by the MFL coordinator.

The contribution of MFL to the primary curriculum

Modern Foreign Languages (MFL) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use MFL to communicate information responsibly and creatively. They learn how to employ MFL to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of MFL promotes initiative and independent learning and encourages diversity within society.

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 a foreign language and English.

As with other areas of the curriculum the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. This links in with our British Values, particularly those values of mutual respect and tolerance of other faiths and beliefs. Learning another language raises awareness of the multilingual and multicultural 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.

Aims and objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- introduce young children to another language in a way that is enjoyable and fun;
- foster an interest in learning other languages;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- reinforce and expand their knowledge and understanding of their own language;
- help the children develop their awareness of cultural similarities and differences in other countries;
- increase their speaking and listening skills;
- develop language learning strategies that will lay the foundations for future study.

The children are taught how to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;

- interpret meaning;
- understand basic grammar;
- make use of bi-lingual dictionaries;
- use e-mail, ICT and write letters to children in a European partner school;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures.

Organisation

In Buckden Primary school, Spanish is taught to children in EYFS in weekly 15 min lessons and to Key Stage 1 in weekly 30 minute lessons. The time is extended in Key Stage 2 so that children in Years 3 – 6 experience 45 minute lessons per week. In addition, the children in Year 4, 5 and 6 have the opportunity to study French.

This is delivered by a graduate of languages and then followed up in short 'bursts' by the other classroom teachers. The ultimate aim is for all the staff in the school to teach some foreign language. This more integrated approach to the foreign language is being gradually developed within the curriculum, allowing staff to develop learning on a little-and-often basis.

In addition to the distinct subject time allocation, we have found that there are opportunities on a daily basis to reinforce language work and for children to practise their newly acquired MFL skills within the classroom and across the curriculum. For example, registration, numeracy mental warm-ups and class routines can and often are exploited to use the target foreign language.

The school benefits from a new partnership that has been established with a Spanish school in Murcia, Spain and the Year 5 children exchange letters on a regular basis.

Teaching and learning styles

A variety of techniques are used to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs. Puppets and soft toys may be utilised to demonstrate and present the foreign language. Flashcards or other pictorial representations, even mime, are used to present new vocabulary, as this serves to demonstrate the foreign language without the need for translation. CD's and videos provide an additional model of the spoken language and contact with native speakers is encouraged wherever possible to involve the children in learning about culture. Contact with our partner school and other link schools will also help give the children a different perspective.

Ideally class routines, praise, activities and games should be managed in the target foreign language. Many games and activities do not require much verbal explanation at all and we have found that the children understand very quickly when you communicate through key phrases and mime.

Listening, responding and speaking skills (Oracy, Knowledge about Language, Intercultural Understanding and Language Learning Strategies) are emphasised in KS1 with less emphasis on written skills. Reading and writing skills (Literacy) are developed in KS2. A multi-sensory and kinaesthetic approach to teaching is used to address varied learning styles, i.e. there is a physical element to many of the games, rhymes and songs as this serves to reinforce memory.

Most importantly, we strive to make lessons as enjoyable and 'fun' as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Therefore we endeavour to develop children's confidence through praise for *any* contribution they make, however tentative.

Assessment

Children's progress is assessed informally and continuously during the lessons by the teacher, evaluating progress against the new curriculum objectives.

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

KS2 MFL Framework Learning Objectives

- Oracy – listening and speaking
- Literacy – reading and writing
- Knowledge about Language – building on their knowledge of English/'mother tongue'
- Intercultural Understanding and Contact
- Language Learning Strategies

Curriculum Management

The subject leader will facilitate the use of MFL in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources;
- By providing CPD to existing staff so that they develop their subject knowledge;
- To keep staff abreast of new developments;
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an MFL capability and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments, and by keeping links with external organisations for MFL;
- By contributing to the School Improvement Plan on an annual basis;
- Monitoring the curriculum.

Monitoring and review

Monitoring is carried out by the headteacher (member of senior management) and the MFL coordinator, in the following ways:

- Informal discussions with staff and pupils
- Inclusion and observation of MFL displays
- Looking at the language books
- Classroom observations

Dyslexic Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.
- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.
- If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.
- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.
- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.
- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).
- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.
- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.

- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.

- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.

- We are aware that pupils with dyslexia have experienced "failure" and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.

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