



Sherburn Primary School

Modern Foreign Languages Policy

Reviewed October '18

Philosophy

Sherburn Primary School believes that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. 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 the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural 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.

Rationale

The table in the National Curriculum structure document shows that foreign languages are a compulsory subject at KS2.

The specific curriculum requirements are set out in the KS2 languages programmes of study. Page 2 of this document explains that teaching may be of any modern or ancient foreign language, and should "lay the foundations" for foreign language learning at KS3.

On pages 2-3, it says that KS2 pupils should be taught to, for example:

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help
- Read carefully and show understanding of words, phrases and simple writing
- 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, expressing their ideas clearly
- Describe people, places, things and actions in speech and in writing.

Aims and objectives

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

- to give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- 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 encourage children to be aware that language has structure, and that the structure differs from one language to another
- to help the children develop their awareness of cultural differences in other countries
- to develop their speaking and listening skills
- to lay the foundations for future study
- to extend our language teaching beyond mother tongue learning
- to raise staff awareness of and competence in the MFL

Organisation

We teach MFL to children in Y3 to Y6 in short 30/40 minute lessons. Greetings, registers, classroom routines and praise words can be conducted from time to time in another language. Children in KS1 will access simple words and phrases, especially in Y2 when appropriate although learning a foreign language only becomes compulsory in KS2.

The curriculum

We follow the Durham mixed age group four year rolling cycle as our scheme of work, which was developed based on government guidelines for progression in languages. We have content and skills based objectives.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries

- work in pairs and groups, and communicate in MFL.
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

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 action songs. We will strive to invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. To aid pronunciation we will use sound files linked to topic based Power Point presentations. We use mime or actions to accompany new vocabulary as this serves to demonstrate the language without the need for translation.

We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make, however tentative.

Planning and Assessment

The class teacher plans and delivers the lessons using the Durham resources and other relevant resources. We follow the mixed age planning 4 year rolling programme of work, (see appendix 1)

We assess the children's progress informally during the lessons. Progress is evaluated with reference to the 5 strands in the archived languages Framework:

Oracy

Literacy

Intercultural Understanding

Language Learning Strategies

Knowledge About Language

The pupils have the opportunity for self-assessment using the Junior Languages Portfolio written by specialist Language teachers in line with the Scheme of Work. This is based on a series of "can do" statements, based on the content and skills based objectives.

Wider Opportunities

Whenever possible the class teachers look for opportunities to enhance their International curriculum, e.g. through topics such as Africa, India, Europe, The World Cup... , which form part of the schools creative curriculum.

Resources

We use a wide variety of resources - many of which are already used in school in other parts of the curriculum, e.g. multi link and dice. We use songs and stories from different publications. The Interactive Whiteboard, flashcards and props such as coloured bean bags, plastic food etc. are used for many aspects of teaching MFL.

Equal Opportunities

The way the lessons and scheme of work are planned takes in to account the differences in interests between boys and girls. We avoid gender stereotyping when organizing into groups and assigning activities. We take in to account the differences of religious and cultural beliefs by highlighted the different religious festivals in the target language countries. Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes towards cultural diversity.

Special Educational Needs

Children with SEND are actively encouraged to participate fully in MFL lessons with the necessary support.

Role of the Subject Leader

The Subject Leader is responsible for long and medium term planning. Teachers will use this information to inform their short term planning. The Subject Leader will revise the Schemes of Work in the light of evaluations. They will also support class teachers with the target language (French) and MFL methodology. The Subject Leader will also provide ideas for celebrating Language Days and Cultural Weeks. Teachers are provided with pupil workbooks for each unit, to support their delivery of the content of the MT planning.

Parents and the Wider Community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn every week and help to understand the differences in culture.

The school actively encourages visits from local speakers of another target language.

Monitoring and review

The Subject leader reports to the governors on progress in teaching and learning.

Reviewed October 2018 by Headteacher S. Cornforth
Next review October '19