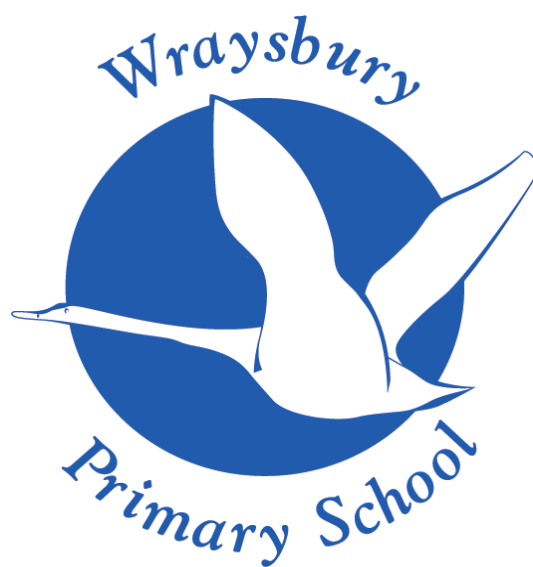


Modern Foreign Languages Policy



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Modern Foreign Languages

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Modern Foreign Languages (MFL) in Key Stage 2 at Wraysbury Primary School and is written in-line with the National Curriculum 2014.

Intent

- To provide an opening to other cultures.
- To foster pupils' curiosity and deepen their understanding of the world.
- To 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.
- To provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.
- To provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The aims of learning a MFL at Wraysbury Primary School are to develop children's linguistic competence by ensuring that pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

At Wraysbury Primary School, we teach MFL in an interesting and exciting way to ensure that pupils know, apply and understand the skills specified in the relevant programme of study.

Curriculum Content

MFL has been a foundation subject in the previous National Curriculum for Key Stage 2 since 2010. The knowledge, skills and understanding of MFL are set out in the National Curriculum 2014.

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. French is the MFL we have chosen to teach in our school although we may also offer other languages as an after school activity provided by an external source.

Pupils will be taught to:

- 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.

Organisation

French is taught to children in Years 3, 4, 5 and 6 for a minimum of a 30-minute lesson per week. This is delivered either by the class teacher, if they are confident, or by a more specialist member of the KS2 team.

The school has a Scheme of Work - Kapow.

Where appropriate, MFL displays around the school should provide an opportunity to celebrate achievement and further extend learning.

In addition to this, children should be given the opportunity to work in a variety of situations:

- Working as individuals at their own pace under the guidance of the teacher
- Working in pairs or small groups
- Class teaching when introducing or re-enforcing vocabulary and concepts

ICT

ICT should be used to support teaching and motivate children's learning. Videoclips, sound files, images and interactive games can also be found using internet search engines. Computers can be used for consolidating and practising language skills including the sharing and exchanging of information with others. They can also be used to provide help for children with particular needs.

Teaching and Learning Style

A multi-sensory and kinaesthetic approach to teaching is used as well as an emphasis on the use of games, role-plays, rhymes and songs including ICT.

Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of MFL. Children's confidence is built through praise for any contribution they make, however tentative.

Cross Curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

Literacy

- Development of speaking and listening skills
- Knowledge and understanding of grammar and sentence construction

- Opportunities to compare the other languages with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, intonation, dialogues, poetry and different text types.

ICT

- Use of e-mail with schools abroad
- Use of webcams to link with schools abroad
- Materials from the internet and satellite television
- Video and audio presentation of data.

PSHE

- The multilingual society
- Knowledge of other countries and cultures.

Numeracy

- Counting
- Calculations
- Time and the date
- Shopping and money

Geography

- Work relating to the study of other countries
- Points of the compass
- Weather

Science

- Parts of the body
- Animals

Music

- Rhyming
- Rhythm
- Singing
- World music.

PE

- Physical responses to the teacher's instructions issued in the language being learnt

Differentiation

Differentiation occurs throughout all Modern Foreign Languages lessons, encouraging the children to build on their knowledge and skills already developed. It is expected that the activities could be differentiated across the class. Strategies could include:

- Setting common tasks which are open ended and can have a variety of responses
- Setting tasks of increasing difficulty (not all pupils complete all tasks)
- Grouping pupils according to ability and setting different tasks for each group
- Providing resources of different complexities, matched to the ability of the child
- Using additional resources to support the work of individual children / groups of children
- Using peer support by partnering pupils of different ability to complete tasks.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit. Positive images of languages being spoken by people of both sexes will be promoted.

Pupils with Special Educational Needs

The school recognises the motivational advantages of the use of MFL by children with special educational needs. Therefore, all pupils at Wraysbury Primary School are taught MFL. It forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified on IEPs.

Assessment

This is an informal part of every lesson and we use these to:

- Check that children have grasped the main teaching points
- Check that children are remembering basic vocabulary and can use this to respond to questions
- Give teachers information that will be used to support teaching and learning and inform future planning
- Identify Gifted and Talented linguists and those pupils who require extra support.

Medium Term Assessments

- Plan work for the next year
- Report on children's progress during parent consultations

Long Term Assessments

These include:

- Written notification to parents of attainment and effort grades, which will form part of the children's annual school report
- A written report, which will include information about what skills have been developed and to what level. This information will be given to secondary schools by the Y5/6 Phase Leader

Roles and responsibilities

The Subject Leader will:

- Manage the implementation of the school policy, updating the policy and scheme of work
- Order, update and allocate resources
- Identify needs and arrange INSET so that all staff are confident in how to teach and assess MFL
- Keep abreast of new developments and communicate it to staff
- Take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place
- Support staff in developing pupils' capability
- Attend appropriate courses and maintain links with the RBWM MFL advisory team.
- Contribute to the school development plan as necessary
- Manage support staff if appropriate

Class Teachers will:

- Facilitate the learning of MFL in their class
- Provide feedback to the Subject Leader indicating resources and training needs

- Work with the Subject Leader to assess the work and progress of pupils

Resources

A variety of language resources are available in school including; children's reference books, teachers' resources, phrase books, dictionaries, books, music CDs, CD ROMs and audio/visual materials. The Subject Leader will ensure that sufficient resources are available to enable teachers to teach the subject

Monitoring and Evaluation

At Wraysbury Primary School, we monitor and evaluate the effectiveness of our Policy and Scheme of Work for French in a variety of ways:

- The Subject Leader monitors plans and lessons on a regular basis
- Teachers evaluate the usefulness of the Policy and Scheme of Work by use and feed back to the Subject Leader
- The Subject Leader will pass on information regarding the MFL experiences of our children to receiving schools at during the sixth term
- Regular appointments will be made by the MFL link governor to speak with the subject leader.