



*Opening minds, learning through challenge and celebrating God's world*

## POLICY FOR MODERN FOREIGN LANGUAGES

Reviewed: November 2018

Review Due: Autumn 2021

## School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

## Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

## Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

## **Modern Foreign Languages POLICY**

### **INTRODUCTION**

At Skerton St Luke's school we believe that the ability to understand and communicate in other languages is increasingly important in our society and in the global economy. Languages contribute to the cultural and linguistic richness of our society and are a lifelong skill.

*"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."*

- National Curriculum 2013

### **MISSION STATEMENT**

Opening minds, learning through challenge and celebrating God's world.

### **INTRODUCTION**

Modern Foreign Languages in the form of French is provided to children in Years 3,4, 5 and 6 through discrete MFL lessons. At Skerton St Luke's, we believe that in providing an opportunity for early language learning, we can harness children's learning potential and enthusiasm, exposing them and encouraging them towards global thinking and global learning.

### **AIMS FOR KEY STAGE 2 FOREIGN LANGUAGES**

Modern Foreign Languages is a foundation subject within the National Curriculum. At Skerton St Luke's through the teaching and learning of modern foreign languages, we aim to provide a variety of experiences that enable:

- ❖ Enjoyment and pleasure, through listening to and speaking a modern foreign language.
- ❖ Linguistic development at the child's own pace.
- ❖ The growth of self-esteem and self-confidence.
- ❖ Social development through shared linguistic activities.
- ❖ The development of linguistic skills, through aural, oral and visual discrimination.
- ❖ The development of understanding of etymology: the study of the origin of words and the way in which their meanings have changed throughout history and languages.
- ❖ Awareness of culture and heritage, both national and global, through contact with different languages and traditions

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should 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: 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.

## **CURRICULUM**

In order to meet these aims, the French curriculum is organised into half termly units. Teachers can choose to use Salut (CGP), a software designed to assist in the teaching of French; or can devise their own curriculum utilising Salut and other relevant teaching aids such as Rigolo, Espresso etc, so long as they are meeting the relevant standards and KLIPS for their class. Teachers are encouraged to make their French teaching relevant to the topics that the class are studying, as well as to seasons and festivals that may occur through the year.

Through this variety of opportunities, the children gain a broad & balanced education with a steady progression of skills ensuring consistent linguistic development. Opportunities are identified by the teachers for evaluating children's work & monitoring progress.

## **TIMETABLE**

The timetable of Modern Foreign Languages within classes is according to the individual class teacher, taking account of the allocation of teaching time for MFL;

❖ Key Stage 2 - 45 hours per year

This could be delivered in 1 lesson per week or shorter lessons at more frequent intervals.

## **PLANNING**

Planning within the modern foreign language curriculum should ensure that work is matched to the pupil's abilities and experience and that there is progression, continuity and coverage throughout the school. Planning should also include assessment opportunities. Planning takes place half-termly, based on the scheme of work and the programmes of study for modern foreign languages. Planning is the responsibility of individual class teachers.

## **ASSESSMENT**

Assessment within modern foreign languages is used to provide diagnostic information about individuals and groups, to plan future teaching and learning and to provide information for teachers and parents. Assessment opportunities will include observation, discussion, listening, pupils performance on tasks and recorded evidence (both written and oral).

## **RECORD KEEPING**

Records of pupils' progression in modern foreign languages are kept by the class teacher. Termly, or at the end of a unit, teachers will use the KLIPS to record pupil achievement.

Each child should maintain a portfolio of work / French book, including details of activities covered, evaluation of achievement and evidence in the form of photographs, sound recordings and examples of any written recording.

At the end of each year, pupil summative records are completed on their KLIPS to be accessed by the next teacher.

## **REPORTING**

Annual reports from the class teacher to parents include an effort & progress grade in MFL.

## **THE CONTRIBUTION OF MFL TO OTHER ASPECTS OF THE CURRICULUM.**

Modern Foreign Languages provides many opportunities for developing cross-curricular dimensions, skills and themes, for example:-

### ❖ **LITERACY**

- ❖ MFL supports the development of reading and offers many opportunities for use of language & communication of ideas through speaking & listening.
- ❖ It also assists in the use of dictionaries to find vocabulary in alphabetical order.
- ❖ It assists in the development of understanding of etymology: the study of the origin of words and the way in which their meanings have changed throughout history and languages. Parallels can and should be frequently drawn between French and English words, referencing the rule of the Normans in England and how that has impacted the English language (e.g. cousin, quatre, etc.). Attention should also be drawn to the large amount of foreign words in

French that have stayed the same (e.g. pizza, sandwich, etc.) and why these do not have their own equivalents in the native language.

#### ❖ **NUMERACY**

MFL supports the development of number knowledge, counting in foreign languages and examining linguistic number facts (e.g. English eighty = French quatre-vingt – literally four-twenties.).

#### ❖ **ICT**

Pupils have the opportunity to use ipads & through use of interactive technology on the whiteboard.

#### ❖ **HISTORY, GEOGRAPHY & GLOBAL LEARNING**

Pupils will experience the cultural traditions and significant historical events of countries in which their MFL is spoken.

#### ❖ **PERSONAL & SOCIAL DEVELOPMENT**

This is promoted through listening and communication activities. Pupils will develop an understanding of the intrinsic differences in the world, through experiencing other cultures. This aids in the development of a tolerant and open-minded child.

### **EQUAL OPPORTUNITIES**

All pupils irrespective of gender, ability, ethnicity and social circumstance should have access to the MFL curriculum and make the greatest possible progress. MFL provides opportunities to develop awareness of the diversity of culture and heritage.

### **SPECIAL EDUCATIONAL NEEDS**

All pupils should have access to a broad, balanced curriculum which includes MFL, and should make the greatest progress possible. Provision should be made in accordance with the school's SEND policy. See the school policy document on SEND Pupils for details of general provision in class.

### **GIFTED, ABLE & TALENTED (GA&T) PUPILS**

Children who are identified as being more able and talented are taught within the lesson together with other members of their class/peer group, but are encouraged and supported to further develop their talents and abilities. These pupils and their parents/carers are also made aware of out of school coaching opportunities. See the school policy document on Gifted, Able and Talented Pupils for details of general provision in class.

### **INSET PROVISION & STAFF DEVELOPMENT**

The MFL coordinator is responsible for the monitoring of resources & advising staff on the MFL curriculum. They offer support to all colleagues in developing their own expertise. Each class teacher is made aware of MFL courses, resources or developments applicable to them & are encouraged to access them and attend. MFL training attended by the coordinator are fed back to staff at staff meetings. Any information concerning National Curriculum in MFL are reported back and where appropriate, individual colleagues are consulted.

## **PARENTAL INVOLVEMENT**

In accordance with our whole school policy, we welcome parent help in the classroom on a support basis and in extra-curricular activities.

## **ICT**

Use of Salut and Rigolo software on the interactive whiteboard.

## **COORDINATOR'S ROLE**

The duties & responsibilities of the coordinator should include the following:

- ❖ Consulting and advising on the teaching of MFL throughout the school & any developments needed to improve the attainment of the pupils in MFL.
- ❖ Interpreting the National Curriculum requirements and advising staff as to what is required.
- ❖ The on-going review & evaluation of school policy & practise.
- ❖ Attendance at key courses on behalf of staff
- ❖ The provision of INSET for MFL, as required.
- ❖ Developing appropriate practises for assessment & record keeping.
- ❖ Provision of help. Support & advice for all staff as required.
- ❖ Monitoring work/observing teaching.

## **TEACHER'S ROLE**

The duties & responsibilities of the teacher should include the following:

- ❖ Responsibility for the teaching and monitoring of MFL teaching in their class.
- ❖ To seek help and advice on any developments needed to improve the attainment of their taught pupils in MFL.
- ❖ Interpreting the National Curriculum requirements in MFL for their class.
- ❖ The on-going review & evaluation of the class's progress in MFL.
- ❖ Assessing and record keeping of MFL progress for their own class.
- ❖ Attendance at INSET on MFL as required.

## **MFL DEVELOPMENT PLAN**

The organisation & review of MFL takes place within the framework of the School Development Plan. This policy and scheme of work was last reviewed March 2017.

## **FUTURE DEVELOPMENTS**

- ❖ Further development of the role and use of MFL throughout the school, including KS1.
- ❖ Review effectiveness of MFL portfolio & assessment records.