

# Orleans Primary School

‘A love of learning, for life, for all.’



## MFL Policy

Governor's Committee Responsible	Quality and Standards
Status	Non-Statutory
Review Cycle	3 Yearly
Date written/last review	September 2021
Date of next review	September 2024

## Modern Foreign Languages Policy

“A different language is a different vision of life.’ (Federico Fellini)

“One language sets you in a corridor for life. Two languages open every door along the way.” (Frank Smith)

### **Rationale:**

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the primary languages curriculum at Orleans Primary School. This document describes the aims and principles for the teaching of French. It has been written by the MFL Subject Leader, and adopted by the school leadership team, the teaching staff and Governors.

Studying a language in primary school provides children with knowledge and skills that are essential for the twenty-first century. As well as giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. The study of a second language also helps to support children’s literacy and oracy in school, by raising awareness of aspects of their own language(s), thereby enhancing their understanding of both.

### **Curriculum Intent**

Our aim, which is at the heart of our teaching, is to develop an enthusiastic and positive attitude to other languages and language learning, which will prepare children for their future lives. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world and their future economic well-being.

Our main objective in teaching a foreign language is to promote the early development of linguistic competence and an understanding of other cultures. We believe that to accomplish this, we should help the children do all of the following:

- Celebrate the efforts and achievements of all speakers and listeners in our MFL lessons.
- Enhance pupil’s awareness of the multicultural and multilingual world, helping them to grasp global understanding and cultural awareness.
- Stimulate curiosity and interest in languages.
- Equip children with social and emotional skills when dealing with new or unknown circumstances through speaking and listening activities.
- Provide a further medium for cross-curricular links, supporting and developing other curricular objectives.
- Develop linguistic competence, comparing and contrasting the target language with English.
- Enable children to discover language-learning strategies and make them more aware of their own language.
- Show appreciation of our own language, culture and heritage and those of others.
- Empower children with a life-long skill.
- Acquire - through all of the above - a sound basis for further study at KS3 and beyond.

### **National Curriculum**

For every pupil at Key Stage Two, learning a new language is a statutory foundation subject. The programme of study for Key Stage Two sets out the requirements for the curriculum in languages. At Orleans Primary School, we believe that our pupils benefit from starting to learn a second language in Key Stage One and our curriculum is planned in accordance with this. We have a very clear progression of knowledge and skills to support pupils in learning a second language as they move through our school.

### **Implementation - How we teach French at our school**

At Orleans Primary School we believe that languages should be learnt through enjoyment, enthusiasm and engagement in purposeful tasks. This means that children are exposed to another language in a fun and worthwhile way. It is mainly centred in speaking and listening activities, building children's aural and oral familiarity with the target language (French) and phonological awareness, being able to discriminate between nuances in sounds, with reading and writing following and given greater priority in Key Stage 2.

From Years 1-6, children receive a 30-45 minute session of French weekly, taught by the French specialist teacher.

In the lessons, the pupils will:

- ask and respond to questions;
- memorise words and expressions;
- interpret meaning and make sensible guesses;
- attempt to pronounce words correctly;
- formulate sentences;
- differentiate between different audiences;
- appreciate another language and culture;
- work in pairs and groups to communicate effectively.
- written tasks will be moving children on in lessons and provide them the opportunity to show and consolidate their knowledge and understanding from each unit, but also linearly across the children's study of French to date.

### **Activities will:**

- appeal to all learning styles
- involve whole class, small group and pair work tasks;
- include ICT where appropriate and involve games, role play and action songs when possible;
- promote self-confidence and achievement;
- be planned and structured to accommodate all levels of ability (inclusion of children with SEN - for example, through differentiated worksheets; and extending children, who are gifted and talented - for example, through bi-directional translation activities and correcting grammar, spelling and punctuation of their own and others' work – either from a synthetic source or authentic work of classmates);
- have clear, achievable outcomes.

**Assessment:**

Teachers assess pupils' progress using formative assessment during the lessons as well as using summative assessment at the end of every term, evaluating outcomes against the key linguistic skills practised:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing at KS2

Parents will be informed on the attainment of KS1 and 2 children in French through end of year reports to parents. Children in Language Clubs will receive acknowledgement of their learning through certificates and stickers.

**Impact of MFL teaching and learning at our school**

The early exposure to Modern Foreign Languages benefits pupils strongly in all aspects of their learning and while doing so will ensure that language learning in the future is unthreatening, exciting and rewarding.

Our pupils leave KS2 well prepared for the move to KS3, as the specialist teacher originally trained as a secondary MFL teacher and is fully aware of the expected standards for MFL learning from when children enter secondary school at Year 7 through until they leave at Year 11 or Year 13 study.

Progress monitoring shows that the majority of our pupils make good progress over the year, finishing at or above expected standard for their age. This has been consistent over the past five years. This data is updated termly by the specialist teacher and monitored by MFL lead.

By the end of Key Stage Two, as listed in the National Curriculum, our pupils should be able to do the following:

- 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.
- Reading 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 in to familiar written material, including 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.

## **Curriculum Management and Monitoring**

Orleans Primary School has a dedicated MFL Subject Leader who has responsibility for the management of teaching French and to ensure that this policy is implemented across the school. The Subject Leader monitors the subject through carrying out the following:

- Pupil interviews – with the purpose of gaining a deeper understanding of pupil viewpoints on learning French.
- Parental Feedback – through the annual parent survey.
- Lesson Observations – to monitor the quality of teaching and ensuring that pupils are enjoying their learning.
- Monitoring curriculum coverage – ensuring that the specified topics are taught in line with the school's progression of knowledge and skills.

The Subject Leader will review the schools progression of knowledge and skills for MFL every three years or when there is a change in the National Curriculum.

## **Inclusion**

The school aims to ensure that all children have opportunities to access and benefit from learning a foreign language together according to their needs. Therefore, all pupils regardless of race, gender, special educational needs or language spoken will have the opportunity to develop this language capability in school. Care will be taken to ensure that a variety of language learning activities and strategies are deployed in order to engage and motivate all learners.

## **Resources**

A variety of language learning resources are available in schools such as: dictionaries, digital flash cards/PowerPoint presentations of vocabulary and/or grammatical structure being taught with linked image for meaning, songs, nursery rhymes, raps, and bilingual story books. These match the needs of the pupils and area being taught.

## **Home Learning**

In Key Stage Two, French home learning is set once per term. If set, great care will be taken to ensure that it is a task, which can be completed with confidence at home. The specialist teacher will also endeavour to ensure that the home learning is enjoyable, engaging, purposeful and related to the learning, which has occurred in school over the previous term - with a focus on consolidating the knowledge and skills taught in that term – if not also synoptically, across the children's study of French so far at school.