

*Through God's grace a community growing in
knowledge and understanding*



St. Laurence Catholic Primary School

MFL Policy



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Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Modern Foreign Languages (MFL). This policy was updated in the Summer Term of 2020 by the MFL coordinator and approved by the governing body. It was formally adopted at a staff meeting. This policy is intended to be used in conjunction with the **National Curriculum** and the **Schemes of Work** for MFL, which give details of the contents of individual lessons.

General statement

The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop, skills that they will be able to access in the future, to learn new languages or to improve their competence in an existing language. 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. Competence in a foreign language promotes initiative, confidence and independent learning and encourages diversity within society.

Aims and objectives

The aim of teaching Modern Foreign Languages at St Laurence is:

- to enrich learning for all pupils;
- to develop the children's reading, writing, speaking and listening skills;
- to enrich children's vocabulary;
- to develop phonological awareness;
- foster an interest in learning other languages;
- stimulate and encourage children's curiosity about languages;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences across countries and prevent discrimination;
- lay the foundations for future language learning;
- prepare pupils for life beyond school.

The children are taught:

- to listen carefully and emulate new sounds;
- to learn new vocabulary, making links between words;
- to use accurate pronunciation and intonation;
- how to ask and answer questions;
- how to effectively memorise words;
- to interpret meaning;
- the importance of context;
- to understand and apply basic grammatical concepts;
- how to use a bilingual dictionary;
- about life in other cultures;

Organisation

At St. Laurence French is taught during curriculum time by a specialist language teacher. In KS1 and EYFS, the children are taught French discretely through stories, songs and games. In Years 3 and 4, the children have 40 minutes of dedicated language lessons by a specialist teacher. In Years 5 and 6, the children have regular French lessons taught by their class teacher, as well as time to learn independently through resources on Purple Mash.

The curriculum

The curriculum is based on the National Curriculum in England (2014) and is developed alongside The Languages Ladder Can-Do Statements, to ensure progression. The school policy and a scheme of work provide the foundation for the school's programme of modern foreign language teaching and learning.

- The policy establishes the whole school aims, methodological approach and organisational structures.
- A scheme of work has been developed and is in place as the medium term plan.
- A Curriculum yearly overview has been developed as a two year rolling programme to ensure progression across the school.

Teaching and learning styles

The teaching is based on the guidance material in The Key Stage 2 Framework (2005) and supported by supplementary material collected as a result of in-service training and development work within the regional network.

The teacher uses a variety of techniques to encourage the children to have an active engagement with the Modern Foreign Language, including games, action songs and role play.

A multi-sensory and kinaesthetic approach to teaching is used.

British Sign Language (BSL) signs are used to present new vocabulary, this serves to present the foreign language without the need for translation as well as provides a tool to aid memorisation. The school makes use of its native speakers to provide an authentic model of the spoken language.

The teacher aims to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Progression

By developing a schemes of work alongside The Languages Ladder Can-Do Statements progression in all four areas of attainment: listening, speaking, reading and writing is assured.

Listening, responding and speaking skills are stressed in KS1, children are encouraged to listen carefully and emulate new, unfamiliar sounds.

In Year 3 and 4, the emphasis is on transcribing spoken words using the foreign phonological system, which includes new graphemes. Written work is also extended to sentences focusing on the correct use of gender and plurals aided by the use of dictionaries.

In Year 5 and 6, existing grammatical understanding is consolidated through the focus on noun-adjective agreements in relation to gender and plurals. Pupils are encouraged to write short paragraphs while consciously applying all language learning strategies acquired over the years to consolidate and achieve a degree of independence, which enables them to be highly successful and confident language learners in Key Stage 3.

Assessment, recording and reporting

The teacher assesses children's progress informally during the lessons, evaluating progress against the four attainment targets of: -listening and responding; - speaking; - reading and responding; - writing.

This assessment will be used to inform planning and support teaching and learning. Occasionally summative assessments, in the form of a short levelled tasks, are used to gain insight into progress over time and inform planning to insure tasks remain realistic yet challenging for all pupils. For grading, the language ladder level descriptions are used. Individual progress is reported to parents in the MFL section in the end of year report.

Monitoring and review

The MFL coordinator provides the Heads of School and the MFL governor with a termly commentary on practice and progress. The MFL Governor liaises closely with the coordinator and observes lessons from time to time to monitor the progress of the children and support curriculum development. The Heads of School report to the governors on progress in teaching and learning.

Resources

- large collection of CDs and authentic story books
- interactive Smartboard Notebook files developed by the MFL coordinator
- Jolly Phonique (Book) : *Le manuel phonique*:
- Training for learning : *Les Plantètes Phoniques*
- Scholastic: everyday French: *-Chez moi; -Célébrons las fêtes; -Quel temps faitil ?; -Bon appétit!*
- *Purple Mash*
- *IPC*