



Modern Foreign Languages			V1.0
	Date	Name	Notes
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This policy will be reviewed every 3 years			

*"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others."* The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

## 1 Aims and objectives

1.1 At Lytchett Matravers Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Language learning helps to develop the key skills of speaking, listening and understanding how a language works. It can also give children a new perspective on the multicultural world we live in, encouraging and promoting an understanding of their own culture and those of others.

1.2 Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- practise using the sounds and written form of the language to develop confidence when listening, speaking, reading or writing in that language
- explore and identify language-learning strategies;
- make comparisons between languages;
- learn about different countries and their people, thus increasing their intercultural understanding;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.
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## 2 Teaching and learning

2.1 At Lytchett Matravers Primary School each class from Y2 to Y6 has a timetabled language lesson every week, taught by a language specialist. Currently the main language being taught is French, although references are made to other languages and Spanish is taught for a term in Y4, Y5 and Y 6. We foster a supportive environment where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. A variety of resources is used to stimulate teaching and learning, including rhymes, songs, ICT, authentic texts, role-play and puppetry.

Specifically, these are the main ways in which language teaching and learning take place:

### **Language lessons**

Children are taught language skills, concepts and vocabulary in their weekly dedicated lesson. A lesson lasts 55 minutes.

***Languages embedded into other lessons***

Where appropriate, class teachers may offer children opportunities to practise a foreign language in the context of lessons in other subject areas. For instance, a song may be taught in Swahili whilst studying an African village; children may answer the register in another language. This helps to extend their awareness of other languages in addition to the French taught during the language lesson.

***'Incidental' language***

Languages may be included during any activity in the school. For example, class teachers may use the foreign language to give simple classroom instructions ('listen'; 'look'), to record the date or to raise awareness of when a foreign word is used in a reading book. Children are encouraged to share with their class teacher what they have learnt during language lessons. Displays are important in reinforcing learning and interactive corridor displays provide further opportunities to consolidate learning and stimulate curiosity.

**Organisation, Planning and Delivery of Language Lessons**

2.2 We recognise that language learning in its broadest sense has four core strands: Speaking, Listening, Reading and Writing. Underpinning these is an understanding of how the language works and how grammar may be different from the English language.

***Speaking and listening***

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

***Reading and writing***

The children will learn to

- recognise grapheme-phoneme correspondences and vocabulary taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory, e.g. making a class book, writing an e-mail, re-ordering a jumbled sentence.

**Grammar and language awareness**

The children will learn to

- identify different word classes in a sentence
- explore the differences between grammatical rules in English and those of the foreign language
- recognise how many rules have exceptions in terms of pronunciation, spelling, plurals and word order
- begin to conjugate regular verbs and recognise common irregular verbs

2.3 We have previously based MFL teaching on the guidance material in the 'National Key Stage 2 Framework for Languages'. No updated guidance has been given to schools with the introduction of the new curriculum, so LMPS is continuing to base teaching on the old framework, while working on the design for a new one, in consultation with the MFL Pyramid working group. We are using parts of the Catherine Cheater Schemes of Work, together with original material and a range of established learning providers to develop a robust and varied curriculum, tailored to fit comfortably the abilities of LMPS children.

2.4 We use a range of techniques to help the children engage actively in MFL lessons: these include games, finger rhymes, puppets, ICT interactive activities, DVDs, action songs and authentic French texts.

2.5 We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, songs and finger rhymes, as we believe this serves to reinforce memory.

2.6 We believe that it is important to develop a positive and supportive atmosphere in the classroom to reduce a child's inhibitions about learning a modern foreign language. We build children's confidence through using a variety of enjoyable and motivating strategies and frequent praise for any contribution that they make in the foreign language, however tentative.

2.7 We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- using a range of methods for collecting evidence of achievement, to avoid discouraging those who find it harder to make a written record;
- developing resources of different complexities, allowing for differing abilities;
- occasional 1:1 sessions with another adult to record verbal work using iPads or MP3 devices and give individual support for pronunciation without peer group pressure.

**3 Modern foreign languages and inclusion**

3.1 Primary Languages teaching at Lytchett Matravers Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils with appropriate differentiation built into the lessons as outlined in 2.7 above.

**4 Assessment for learning**

4.1 Most assessment is formative and is used to support teaching and learning. Assessments are based on observations of children's oral activities and some written work. The 'ticks and targets' AfL- style marking is used, where appropriate, to praise and challenge children. This is in line with the whole school marking policy.

Using the on-line Pupil Tracker software, basic records are kept of pupil achievements and progress and these are reviewed termly and are used to inform future planning. More detailed evidence is kept by the MFL subject leader, such as voice files, samples of work and teacher mark book records.

4.2 Self-assessment and peer assessment are becoming an increasingly important part of the assessment process as children grow in confidence and skill in the language. With this in mind, during the

academic year 2014-15 we are looking to update the use of pupil language portfolios from Y3 to Y6, to celebrate the successes of the children and to help children track and realise their own progress.

## **5 Staff Development**

The subject leader for MFL, who is also the MFL language teacher, has undergone a comprehensive training programme, provided by Dorset Primary Languages Team. This will be ongoing and opportunities are also available for any other interested staff member who wishes to extend their language skills as part of their professional development. The MFL subject leader has also updated staff during development meetings regarding changes to the MFL curriculum, language teaching strategies and how links can be made across other topic areas.

## **6 Monitoring and review**

The coordination and planning of the MFL curriculum are the responsibilities of the subject leader, who also:

- supports colleagues by keeping informed about current developments in MFL;
- keeps up to date with new legislation and government requirements regarding MFL;
- raises the profile of MFL in the school to promote an atmosphere which welcomes other cultures;
- sources, creates and manages a multi-media set of resources to ensure all material is relevant, accurate and up-to-date within budget constraints;
- produces stimulating, informative displays and class books for each year group to reflect work done by the pupils;
- explores opportunities for working with external sources who may be able to enhance the learning of MFL languages at LMPS, e.g. native French speaker, twinning organisation, older pupils from Lytchett Minster school, parents with MFL skills.

This policy has been drawn up by Hilary Knowles, MFL subject leader and originally submitted for approval to the Senior Management Team in 2009.

**NB:** *The detail of the above policy may be subject to ongoing change with the introduction and embedding of the new curriculum, but the values and ethos of language learning and the strategies used to acquire the foreign language should not change.*