

# Grindleton C.E. Primary School



*In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.'*

*Matthew 5 v16*

## Modern Foreign Language Policy

## Rationale for Teaching Languages at KS2

- 1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. By the year 2010 all KS2 children are to learn a language other than English. At Grindleton Primary School we believe strongly in the benefit of this and have therefore implemented the teaching of French for all FS, KS1 and KS2 children (Y3 to Y6) from September 2009.
- 1.2 Learning a language enriches the curriculum, providing 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 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. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- 1.3 **Language learning stimulates children's creativity** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports oracy and literacy** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- 1.5 **Language learning leads to gains across the curriculum** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 **Language learning supports and celebrates the international dimension** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2 Our **aims** of teaching MFL are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

3 Teaching and learning styles and procedures

3.1 At School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language is FS, KS1 & KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources. The lessons are to be delivered by one of the class teachers.

3.3 KS2 children are entitled to half an hour of MFL teaching a week which will follow Grindleton Primary School's MFL Scheme of Work and therefore a set progression. Lessons will be divided into half an hour of time tabled, structured direction.

3.5 Lesson Content:

The French lessons are to include:

- a. learning French vocabulary
- b. asking and answering questions
- c. using bilingual dictionaries
- d. teaching of basic French grammar and spelling patterns
- e. playing games and learning songs
- f. using language that has been taught in role play situations

g. researching and learning about life in France

h. beginning to write phrases and sentences

- French will be included in whole school occasions e.g. celebration assemblies, French Day.
- French will be used in displays that relate to the children's learning.
- Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.
- Links are being developed with twinning the school with a French Primary School.
- A French week is planned where the children of all ages will have the opportunity to experience French culture.

3.6 For more information on pedagogy including progression, differentiation, ICT and use of the target language, see:

[http://www.standards.dfes.gov.uk/primary/publications/languages/languages\\_guidance/1209633/1209663](http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209663)

#### 4 MFL curriculum planning

4.1 We will use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL and the school's Scheme of Work. See:

[http://www.standards.dfes.gov.uk/primary/publications/languages/languages\\_guidance/1209633/1209659](http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209659)

4.2 We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). Our MFL Scheme of work is based on the KS2 Languages Framework and outlines what we teach in the long-term.

4.3 Our medium-term plans, which we will also base on the Framework, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

#### 5 The Foundation Stage and KS1

A whole school approach to MFL is desirable, so the Foundation Stage and KS1 classes will also be entitled to half an hour of MFL teaching a week. Infants may take part in any activities - and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills.

#### 6 MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on

enjoyment. At our school we will teach MFL to all FS, KS1, KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy. For more information on inclusion in MFL, see: [http://www.standards.dfes.gov.uk/primary/publications/languages/languages\\_guidance/1209633/1209685](http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209685)

## 7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom (links with other primary schools in the locality or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment for learning

8.1 Teachers assess children's work in MFL in three phases. The short-term assessment that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.

8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

8.4 Assessments are based on the Key learning indicators of performance (KLIPs). These are divided into five main areas: listening, speaking, reading, writing and grammar.

For full details on Progression Statements and examples of teaching activities by Year Group, see:

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/>  
<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/>  
and <http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/>

8.5 The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

8.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

## 9 Resources

There is a range of resources to support the teaching of MFL across the School. Lists of recommended websites and resources of activities are stored on the school network. Children have access to the internet through class laptops and ipads. There is a selection of additional materials stored centrally and resources are reviewed and updated regularly.

## 10 Monitoring and review

10.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the headteacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The leader may have specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of MFL teaching across the school. The named governor responsible for MFL meets regularly with the subject leader in order to review progress.

10.2 This policy will be reviewed at least every 2 years.

Revised: July 2019

April 2020

Signed: Headteacher

Signed: Chair of Governors .