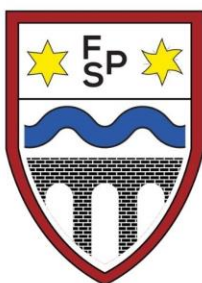




FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



MODERN FOREIGN LANGUAGES
POLICY

2021/2022

Contents

Revisions.....	3
Context.....	3
Statement of Intent.....	3
Aims and Objectives	4
Implementation.....	4
Lesson Content:.....	5
MFL curriculum planning.....	5
MFL and Inclusion.....	7
Assessment and recording	7
Role of the Coordinator.....	7
Impact	8

Revisions

Written by : J.Pritchard

Date : 01/09/2021

Review date: 01/09/2022

Revision 1:

Context

The Department for Education (DfE) published statutory guidance on the National Curriculum in England for Key Stage (KS) 1 to KS4. It states that languages are not a compulsory subject in schools at KS1.

The National Curriculum document states that foreign languages are a compulsory subject at KS2. Teaching may be of any modern or ancient foreign language and should "lay the foundations" for foreign language learning at KS3. The 2013 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Statement of Intent

Rationale for Teaching Languages at KS2

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. From 2010 it was a statutory requirement that all KS2 children were entitled to learn a language other than English. At Feniscowles Primary School we have encouraged the teaching of French for all KS2 children (Y3 to Y6). Whilst KS1 children (Y1 and Y2) are not required to learn a language we encourage and support their involvement in whole school activities and cultural events such as French themed days.

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 and those of others. Language also lies at the heart of ideas about individual identity and community. Learning another

language can do a great deal to shape children's ideas as well as giving them a new perspective on their own language.

Language learning stimulates children's creativity Children enjoy taking an active part in language lessons. They join in with singing, reciting finger rhymes and poems, and respond to stories. They learn to enhance their listening skills, imitating accurate intonation and pronunciation. They play games, take turns and experiment creatively with language.

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 conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. Children learn to appreciate the contribution made by many cultures to the development and application of communication, language and literacy.

Language learning leads to gains across the curriculum Children engage in a broad range of learning activities in a new and challenging context; these relate to literacy, mathematics and other subject areas such as geography, music and intercultural understanding. 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.

Aims and Objectives

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

Implementation

At Feniscowles Primary School our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources, 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 for example: ICT, Geography, PE and Music.

Children in KS2 have a 30-minute lesson a week delivered by the class teacher or PPA cover teacher. The content of these lessons can be reinforced with cross curricular subjects, cultural events and theme days. Where agreed, French is taught in alternate half terms to provide for weekly hour long lessons.

Lessons are taught using The Primary French Project materials. These materials provide training and support for teachers who are teaching French in KS2 and make links with the Programme of Study for Languages. The project materials are downloaded from the Culturetheque website and are organised into four stages representing years 3-6. The materials include half termly planning and weekly lesson plans that provide a scaffold for linguistic progression throughout KS2.

The teaching process involves delivering each lesson through an easy to use Powerpoint presentation. The lessons are interactive with opportunities to listen and respond to the vocabulary, printable resources and links to French stories and finger rhymes. The resources are available on the school network and are freely downloadable at www.culturetheque.com. There are a wide range of other resources available in the Lower Junior corridor to support singing, reading and cultural understanding of French. Including the online resource provided by Babelzone at www.lcclubs/babelzone.

Lesson Content:

French lessons include:

- learning French vocabulary
- asking and answering questions
- using bilingual dictionaries
- teaching of basic French grammar and spelling patterns
- playing games and learning songs
- using language that has been taught in role play situations
- researching and learning about life in France
- beginning to write phrases and sentences

MFL curriculum planning

At Feniscowles Primary School we use The Primary French Project to deliver French lessons. The Primary French Project is a collaboration between

- The Association for Language Learning (ALL)
- Network for Languages

- Institut Francais du Royaume-Uni (FRU)
- The purpose of the Primary French Project is to support any Primary School in the UK that wishes to teach French at KS2 as part of the Statutory National Curriculum.

The French teaching materials from Culturetheque are for use in the KS2 Classroom they aim to:

- Exemplify the Programme of Study for Languages in Keystage 2
- Train teachers with little or no knowledge of French (Language and Methodology)

Planning materials in the form of half termly modules and weekly lesson plans provide staff with a scaffolding for linguistic progression throughout KS2. The materials are organized as follows:

- Niveau Bleu – Year3
- Niveau Blanc- Year4
- Niveau Rouge- Year 5
- Niveau Tricolore- Year 6

Each of the half termly modules include 5 weekly lesson plans with:

- Clear learning objectives for each lesson
- Cultural guidance information
- Knowledge about Language
- Assessment focus (I can statements)
- Grammar and Pronunciation points
- Language learning strategies
- Resources
- Vocabulary
- Internet links

The plans make clear where additional resources are required and these may be downloaded and used to support the lessons.

MFL and Inclusion

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 and as well as developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all 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 aim to 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 those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. This may include adaptive resources and bespoke teaching approaches.

Assessment and recording

A key aim of the Framework for Languages is to encourage the children to understand their learning and progress. The learning objectives provide the basis for self-evaluation as well as guiding informal teacher assessment.

Each of the half termly modules comes with a set of 'I can' statements, these can be used as self-assessment targets in which the children have the opportunity to take charge of their own progress.

Teachers can make their own more formal assessments with the help of the Assessment Modules. These are available to download each half term and provide opportunities for the teacher to assess listening, speaking, writing and spelling skills in French.

Assessments are based on the Progression Statements and Learning Objectives from the [Key Stage 2 Framework for Languages](#). These are divided into three main areas, by Year Group: Oracy, Literacy and Intercultural Understanding.

Role of the Coordinator

- To lead the development of the MFL in the school and embed and monitor good practice
- To provide guidance and support to colleagues
- To keep up to date with local and national developments in MFL and disseminate information
- To review and monitor the success and progress of the scheme of work, teaching modules and lesson plans to ensure that language is an integral part of the curriculum
- To monitor and evaluate the effective use of MFL resources and materials within school

Impact

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 the Senior leadership Team. This is carried out by:

- Conferencing with staff and pupils
- Learning walks around classrooms to observe display and vocabulary
- Monitoring of Books/Planning scrutiny
- Parental/ Staff questionnaires