

**Modern Foreign Languages Policy**

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| Agreed by Governing Board: | May 2017 |
| Reviewed: |  |
| Date of next review | May 2020 |

**Policy on Modern Foreign Languages (MFL)**

**1 Aims and objectives**

1.1 In our school, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. In recognition of the importance of this subject each class dedicates one specified lesson per week taught by a language specialist. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Having this subject as an integral part of our curriculum allows all children to achieve and helps in developing their confidence within a safe learning environment. Allowing children to experience Modern Foreign Languages not only aids language fluency but increases their awareness of other cultures.

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:

* familiarise themselves with the sounds and written form of a modern foreign language;
* develop a range of personalised language-learning skills;
* begin to understand a new language, and communicate in it;
* make comparisons between languages;
* use authentic materials to learn about different countries and their people.
* develop a positive attitude towards the learning of foreign languages in general;
* use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
* acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

**2 Teaching and learning style**

2.1 The three main areas in which we hope to develop children’s knowledge and understanding of language and other cultures are:

* Oracy (speaking and listening)
* Literacy (reading and writing)
* Intercultural understanding

These three objectives should build upon children’s knowledge of their first language and develop existing language learning strategies to equip them for future language learning.

2.2 We base the teaching on the guidance material in the Key Stage 2 Programme of Study 2014 and the QCA Schemes of Work for MFL at Key Stage 2. We have adapted this to the context of our school and the abilities of our children.

2.3 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and combine teaching expertise with up to date interactive resources, in order to expose the children to a range of voices and accents within the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

2.4 We emphasise the listening and speaking skills over the reading and writing skills. 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, as we believe that this serves to reinforce memory and cater for varying preferred learning styles.

2.5 We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language.

2.6 We allow for differentiation by:

* using peer support – we partner pupils of varying ability;
* providing resources of different complexities, through regular use of scaffold.
* Implementing the whole school collaborative structures based on the Kagan model.

**3 Organisation**

3.1 we are currently providing all children with a weekly timetabled lesson taught by a language specialist who is also a member of our teaching staff. This coincides with the national and local requirements for the coverage of this National Curriculum subject.

3.2 We also strive to ensure that our children's transition to secondary school is as smooth as possible. We will use the QCA Bridging Topic in Year 6, and pass on clear and accurate records to the secondary school about each child's achievements in language learning.

**4 The Curriculum**

4.1 Spanish is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the guidance given in the Key Stage 2 Programme of Study 2014 and the QCA Schemes of Work for MFL at Key Stage 2.

4.2 We teach the children to know and understand how to:

* ask and answer questions;
* use correct pronunciation and intonation;
* memorise words;
* interpret meaning;
* understand basic grammar;
* use dictionaries;
* work in pairs and groups to communicate in the other language;
* look at life in another culture.

**5 The contribution of MFL to teaching in other curriculum areas**

5.1 English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation.

5.2 Mathematics

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

5.3 Spiritual, moral, social and cultural education

By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture. One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

5.4 Geography

We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). MFL pupils likewise learn about the climate of the countries in which the language is spoken.

5.5 Music

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody.

5.6 History

We teach children about significant historical figures and events in the history of the countries whose language we are studying (e.g. about Elizabeth 1 and the Spanish Armada during Tudor times).

5.7 Science

Children reinforce their knowledge of parts of the body through related games, such as a Spanish version of 'Simon Says', or 'Head, Shoulders, Knees and Toes'. The year 5 science unit based on The Solar System is covered also within scheduled lessons.

**6 Modern foreign languages and ICT**

6.1 To enhance the language learning experience we use a range of interactive ICT resources to engage the children actively, such as iPads, CDs, DVDs and interactive websites endorsed by the National Curriculum Framework.

**7 Modern foreign languages and inclusion**

7.1 At our school, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. We are looking at new ways of providing learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 In order to ensure inclusion across the curriculum, our teaching of Modern Foreign Languages takes into account individual children with specific learning needs, including those with a Teaching and Learning Plan. These children have targets set which are tailored to their individual needs.

**8 Assessment for learning**

8.1 We assess the children’s progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:

AT1: Listening and responding;

AT2: Speaking;

AT3: Reading and responding;

AT4: Writing.

8.2 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and encourage self-assessment through the use of games.

**9 Resources**

9.1 We have a good range of resources, that we continue to build up, including flashcards, story books, DVDs, puppets, games and CDs. We subscribe to a Language Learning Website, which has web based activities for each topic area. Additionally, we have contacts with the schools’ library service and Local Authority Language Advisers which enables us to have access to other language resources where possible. Resources are stored in the MFL Co-ordinators room, whilst computerised materials are stored on the school’s server.

**10 Monitoring and review**

10.1 We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The coordination and planning of the MFL curriculum are the responsibility of the subject leaders, who also:

* support colleagues in their involvement within the subject, by keeping them informed about current developments in MFL, and supporting them to apply the subject on a daily basis.
* give the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;

10.2 The Headteacher reports to the governing body on the progress of children in Spanish, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our Spanish teaching.

10.3 The Headteacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

10.4 This policy will be reviewed at least every three years.