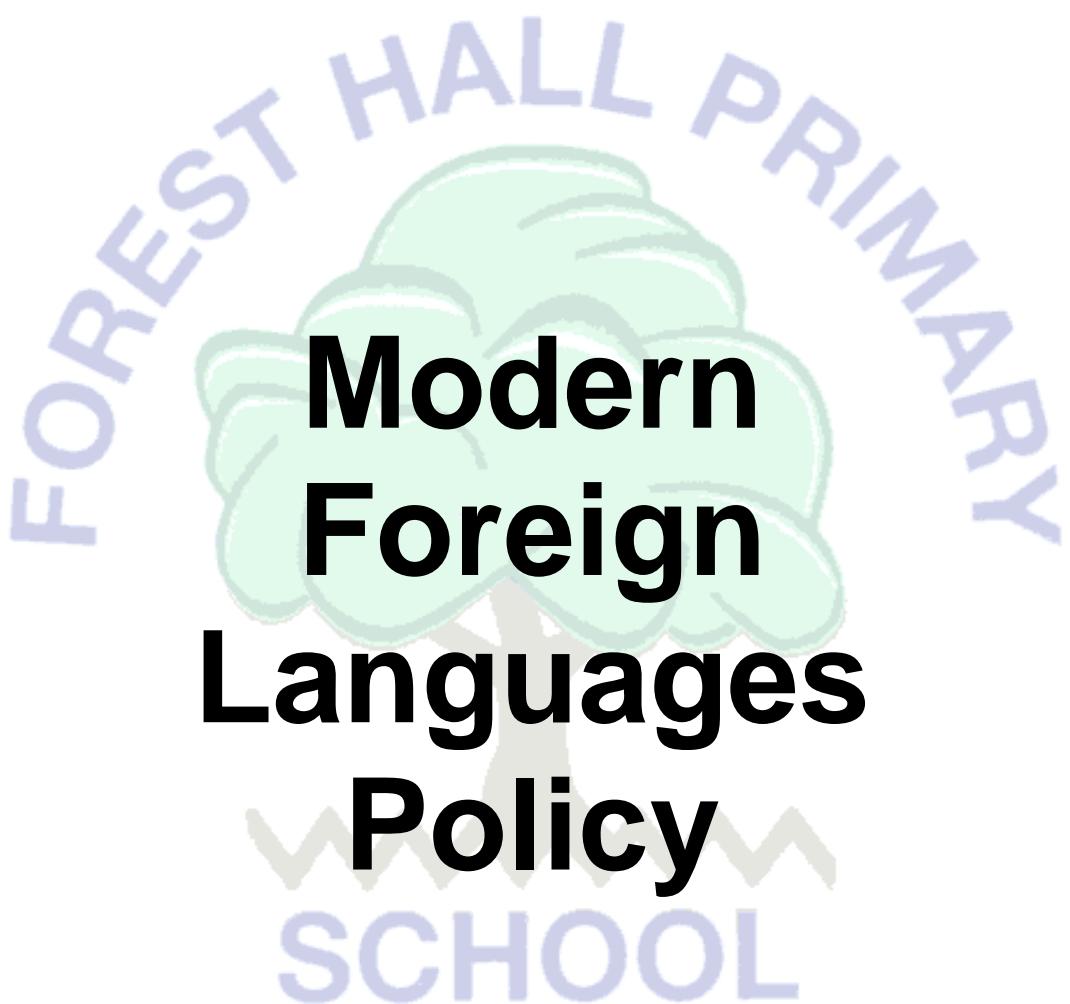


Forest Hall Primary School



Adopted: June 2019

Review date: June 2022



Modern Foreign Language (MFL) policy

Purpose

At Forest Hall Primary School we are keen to promote the study of foreign languages because of their increasing importance in the modern world. We also believe that we have a duty to provide our children with an understanding of other cultures and languages. The 2014 National Curriculum states that all KS2 pupils are to learn a language other than English. At Forest Hall Primary School pupils from Years 3 to Year 6 have weekly French lessons. Pupils in the Early Years Foundation Stage and in Key Stage 1 will be prepared for the learning of a foreign language by learning about other cultures through games, songs and activities. We encourage a whole school approach which begins when pupils enter the school. There is also increasing recognition that enriching the curriculum and releasing pupils' creative energy through sport, drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum. At Forest Hall Primary School we follow the North Tyneside Agreed Syllabus for MFL.

Aims

Through teaching MFL we are aiming for our pupils 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.

Teaching and Learning

Our chosen modern foreign language at Forest Hall Primary school is French. Pupils may learn the basics of other languages as part of learning taking place in other areas of the curriculum or as part of whole school themed weeks.

MFL in Early Years

In Early Years Foundation Stage, pupils begin to explore the world of foreign language and different cultures through the use of stories, learning about different countries, real life/personal experiences and through whole school themed weeks. Pupils may be taught simple vocabulary or sentences. For example, bonjour, merci, Je m'appelle....

MFL in Key Stage One

Following the North Tyneside Scheme of work pupils in Year 1 follow unit 1 and pupils in year 2 follow unit 2.

Unit 1: Intercultural Work, Greetings, Commands, 0-12, Classroom Objects

Unit 2: Age, Alphabet, Where you live, 13-20, Days, Weather

MFL teaching and learning in Key Stage 1;

- Direct teaching, through whole-class and small group sessions

- Active learning to engage motivation
- Use of games, songs and activities requiring a physical response to maximise enjoyment
- Opportunities for pupils to apply their learning with others e.g. working in pairs or small groups
- Mainly oral, but sometimes pupils will complete simple worksheets where they are beginning to write in French
- Opportunities for pupils to reflect on and reinforce their own learning, e.g. by learning by heart or revising work

MFL in Key Stage Two

Following the North Tyneside scheme of work it is intended that each year group will complete two units over the 3 terms:

Year 3: Unit 3: Family, 21-30, Colours, Asking and Answering questions
Unit 4: Descriptions and opinions about animals, 31-40

Year 4: Unit 5: Birthdays, Dates, 41-60, Time and routines, Months and Festivals, Seasons
Unit 6: Geography of France, Points of compass, questions, Homes, Postcards

Year 5: Unit 7: Preferences and opinions about school subjects, time, transport
Unit 8: Asking for Drinks and snacks, Euros, Shopping, Recipes

Year 6: Unit 9: Body parts, Jean Petit, Names of Sports, Sports in France, Opinions
Unit 10: Clothes, French Fashion, Adjectives, Preferences

Units 11 and 12 are available should children move through units at a quicker pace than expected.

Unit 11: Rooms and furniture, Places in town, Directions, Researching a French town, Questions

Unit 12: Passports, Comparing an area here and in France

Teaching and learning of MFL in Key Stage 2;

- Direct teaching, through whole-class and small group sessions
- Active learning to engage motivation
- Use of games, songs and activities requiring a physical response to maximise enjoyment
- Opportunities for pupils to apply their learning with others e.g. working in pairs or small groups
- Pupils will be expected to write in French as a way of recording/putting into practise what they have learned
- Opportunities for pupils to reflect on and reinforce their own learning, e.g. by learning by heart or revising work
- Strategies used in the Literacy lessons should be adopted in languages lessons e.g. text, sentence and word level work. ‘The Look, Cover, Write, Check’ method for learning to spell words in English should also be used to learn words in other languages
- Opportunities to read and write core words and learn the key sounds of the language through teaching of phonics
- Opportunities to read topic vocabulary
- Opportunities for reading in French – IWB, book extracts
- Successful strategies from Numeracy lessons should be copied and equipment like digit cards, number fans, number squares and dice should be used
- Story-telling, drama and role play should be encouraged
- To deliver the curriculum effectively, a wide range of equipment should be used, including the IWB, DVD, television clips, CD player, computer, flashcards and games
- Listening and reading activities are used

- In addition to a discrete language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the pupils, giving praise, taking the register, classroom instructions
- Learn about languages spoken by pupils in our school and promote awareness of pupils from different cultures.

Cross curricular links

Learning a language should be planned as an integral part of the whole curriculum as it can make a contribution to the learning of other subjects and, pupils can also develop their skills and understanding of their language through their work in other curriculum areas. Where there is a natural link the language should be included in a cross-curricular approach. The following links with other subjects probably currently exist:

Literacy

Knowledge about language, development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare other languages with English are exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types e.g. fiction and non-fiction.

Numeracy

Numbers and counting on in other languages e.g. addition and subtraction facts, the decimal system, the date, telling the time, money and currency, prices and costs, distance and speed, surveys, data collection and analysis.

Science

Environmental factors in different countries, comparisons between school environment and other countries through the use of the internet and French Assistants (if present), work on parts of the body and life cycles.

Computing

Materials from the internet and satellite television, video and audio, presentation of work and data, word processing.

Geography

Children can locate the country or countries where the language/languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture.

History

Cultural and language activity linked to specific periods of history.

Music

Learning songs in the language and performing them, rhyme and rhythm in songs and in words and phrases, comparing English examples with those of other cultures (e.g. Sur le pont d'Avignon/London bridge is falling down) famous singers, musicians and composers from other countries.

Design Technology

Designing and making things e.g. Christmas/Easter cards etc. Cooking international food. Art Techniques e.g. line drawings used in display work. Learning about artists of other countries and their paintings.

P.E.

Using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.

R.E.

International or multicultural work, celebration of festivals, storytelling, calendars, customs.

PSHE

Knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multilingual society. Learning respect for themselves and for others through learning to appreciate the cultural diversity within a multicultural society.

Time Allocation

MFL in Early Years and Key Stage 1 should take place regularly across the academic year.

In Key Stage 2 pupils should have at least a weekly 30 minute lesson.

Inclusion

All staff take into account the ages, needs and abilities of all pupils when delivering the MFL programme. Extra support and/or resources will be sought for any pupil who requires them, as and when needed.

Resources

- North Tyneside Agreed Syllabus for MFL
- Easy Start French scheme of work – linked to North Tyneside scheme
- Practical resources e.g. picture fans for language development, CD's for singing, phonics DVD

Assessment

Assessment will be in line with school policy. Reading and listening 'tests' take place within units of work to informally assess children's knowledge and understanding of language learning.

Listening tests expose the children to hearing native French speakers which is good practice.

Teachers will track whole class progression on cohort coverage sheets. All pupils will receive a comment relating to their knowledge and understanding of and progress within MFL annually within their annual report to parents/carers.

Monitoring

It is the responsibility of the Headteacher, Senior Leadership Team (SLT) and the subject lead to regularly monitor the teaching and learning that takes place across the school within MFL.

Roles and Responsibilities

The Governing Body has:

- to delegate authority and responsibility to the headteacher to ensure all school staff and stakeholders are aware of and comply with this policy

- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents

The Curriculum Sub-Committee are responsible for the approval and review of this policy. A nominated governor may liaise with the headteacher and subject lead and report back to the governing body.

The Nominated Governor will:

- work closely with the headteacher and subject lead as nominated governor for MFL
- ensure this policy and other linked policies are up to date
- report to the Governing Body on the success and development of MFL
- champion MFL within school

The Headteacher will:

- ensure all school staff, pupils and parents are aware of and comply with this policy
- monitor the effectiveness of this policy;
- provide strong leadership with high expectations and demonstrate best practice to staff (SLT)
- provide guidance, support and training to all staff
- work closely with the link governor and subject lead

The MFL leads will:

- lead the development of this policy throughout the school
- work closely with the nominated governor
- monitor the provision for, and teaching of MFL throughout the school, and take steps to address any weaknesses identified
- report to the Governors as required and advise where appropriate
- provide training for staff when the need arises
- keep up to date with new approaches, developments and resources and feed back to staff

Teachers and Higher Level Teaching Assistants will:

- comply with all aspects of this policy
- plan for and teach regular MFL lessons
- embrace themed weeks or initiatives involving MFL

Parents / Carers will:

- be encouraged to take an active role in the life of the school by attending events and activities including parent/teacher appointments, open afternoons, class assemblies, sharing assemblies, fundraising and social events
- encourage effort and achievement within MFL
- They are informed via termly newsletters of their child's topics and encouraged to show support in the completion of homework.
- Parents support their child by having them at school on time and ready to learn.

Pupils will:

- understand the benefit of learning a modern foreign language
- be encouraged to become respectful, tolerant members of society who appreciate difference and diversity
- treat others, their work and equipment with respect
- Listen to members of staff

- try their best within MFL

Links to other policies

There are links to the following policies;

- PSHE
- RE policy

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MFL Lead EYFS and KS1

June 2019

Review date

June 2022 or sooner if deemed necessary.