

# *Goddard Park Primary School*

## *M.F.L Policy*



*"As a nation we are increasingly linguistically diverse. In 2007 the proportion of pupils whose first language was known or believed to be other than English was 13.5%.*

*Nonetheless, the fact that English is a widely spoken world language continues to affect levels of motivation to learn another tongue. This makes it all the more important that we give every child the chance to learn another language, in order to gain insight into their own life and that of others around the world." (Rose Report 2009)*

***Date of last review*** – May 2014

***Date of next review*** - May 2015

## **Rationale**

Learning a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills which lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and reinforcement of knowledge, skills and understanding developed on other subjects.

## **Aims**

- To give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- To foster positive attitudes towards learning a foreign language.
- To stimulate and encourage children's curiosity about language.
- To encourage children to be aware that language has structure, and that the structure differs from one language to another.
- To help the children develop their awareness of cultural differences in other countries.
- Develop language skills and language learning skills.
- To develop their speaking and listening skills.
- Form a sound basis for further study at Key stage 3 and beyond and to provide a fluid transition from Primary through to Secondary.
- To raise staff awareness of and competence in MFL.

## **Organisation**

French is taught throughout the whole school. During EYFS and years 1 and 2 French can be taught as and when the teacher deems appropriate. From year 3 they should be having an hour of French per week which can be split into a small 30 minute taught lesson, with the remaining 30 minutes taking place throughout the week. These other 30 minutes could be used by taking the opportunity to use the classroom routine - for example taking the daily registers, classroom commands, counting or discussing the weather in French or other languages (see year group expectations). There will also be the option to teach French vocabulary linked to year group topic subjects. It is recommended that pupils learn it 'little and often' rather than an hour lesson, once a week.

## **The Curriculum**

We have the QCA Key Stage 2 Scheme of Work for Languages 2009 and the LCP French scheme of work. Both can be used alongside each other to plan and teach lessons. Virtual French and Education City are also available on all computers to aid teacher and children with their learning of French. The lessons are topic based with units related to the children's lives and interests, e.g. my family, pets etc, as well as to current year group topics. A wide range of resources and planning ideas can be found in the MFL folder on the Common Drive and physical resources can be found in the upper staff room.

Each year group is given a list of QCA units that tie in with their topics and learning journeys. These are to form a basis for the weekly taught French sessions as well as cultural understanding being integrated across the curriculum. The chosen units need to be reviewed annually depending on what topics each year group are doing. Every year group also have a list of vocabulary expectations that the children need to be introduced to the children, as well as vocabulary for consolidation. This will ensure progression and continuity between year groups. Greatest emphasis will be given to speaking and listening with writing and reading when appropriate.

The children are taught how to:

- Ask and answer questions
- Use correct pronunciation and grammar
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Work in pairs and groups and communicate in French

Tasks and activities will:

- Have clear, achievable objectives
- Be carefully planned and structured
- Be practical, active and varied
- Involve the use of ICT where appropriate
- Include whole class, small group and pair work
- Promote success and self esteem

## **Teaching and Learning Styles**

In Key Stages 1 and 2 children will have followed the Goddard Park literacy scheme of work and will have knowledge of English, including grammatical awareness and language skills. The scheme of work takes account of this and consolidates and builds on this work where appropriate. Children are encouraged to increase their knowledge of how language works and to explore

differences and similarities between the new language and English. Pupils learn in many ways and to accommodate this, a variety of learning styles are used including songs, games, pictures, stories, video, audio material and ICT etc.

Pupils are encouraged to share their experiences of other languages and cultures and investigate things for themselves.

### **Links with other areas of the curriculum**

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **Literacy:** Development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. The French versions of well known stories are available in the school library, and staffroom, for use by all year groups.
- **ICT:** Use of e-mail with schools abroad, research material on France and French culture, resource materials from the internet and satellite television, video and audio equipment.
- **Citizenship:** The multilingual society, knowledge of other countries and cultures.
- **Numeracy:** Counting, calculation, the time, date and money.
- **Geography:** Work relating to the study of other countries, weather, landscape, transport etc.
- **Science:** Work on parts of the body and animals.
- **Music:** Rhyming, rhythm, singing, world music.
- **RE:** International or multicultural work, celebration of festivals, storytelling, calendars, customs.
- **History:** Work relating to the study of other countries, famous people etc.
- **Art:** Artist and paintings.
- **P.E:** Physical responses to the teacher's instructions issued in the language being learnt.

### **Assessment and Recording**

Pupils' work is assessed informally on the basis of observation during the lesson. Their progress is evaluated against the four national Attainment Targets of:

- Listening and responding
- Speaking
- Reading and responding
- Writing
- A new 'passport' will be collated which will follow the children through school and provide clear evidence for all teachers.

### **Wider Opportunities**

There is an opportunity for the school to develop connections with a partner school in France. This shall be discussed with the headmaster during the Autumn term 2014.

A Spanish after school club has been running since September 2012 and a German club was started in September 2013. MFL team will now look into any other languages that could be introduced.

European Day of Languages has been successful in broadening awareness of other cultures and this will continue yearly with a Continental breakfast and a European country focus in year groups. There is an opportunity here to invite parents in to view the work.

### **Equal Opportunities**

Children are given equal opportunities to achieve and progress at their level through the differentiation of tasks. Significant consideration is given to the needs of the More Able/Gifted and Talented, and the children with Special Educational Needs.

### **Role of the Co-ordinators/Team**

The co-ordinator is responsible, alongside the head teacher and the governors, for the progression and the co-ordination of the teaching and assessment of the subject.

The co-ordinators will:

- Write, monitor and adjust development plan and take the lead in policy development.
- Meet regularly to manage, review and develop the subject.
- Take responsibility for auditing, ordering and enhancing resources.
- Support colleagues with pronunciation, planning and with assessment activities.
- Meet with cluster schools and secondary schools to keep up to date with pedagogy and new initiatives.
- Identify areas for development through work scrutiny, observation, staff skills audit, and provide support.