



"Developing potential without limitations"

Frieth C.E.C. School

Modern Foreign Languages Policy

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Member of staff responsible: Cheryl Reynard

Governing body committee responsible: Curriculum

Headteacher's signature

Chair of Governor's signature

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Frieth C.E.C. School

Modern Foreign Languages Policy (MFL)

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” – Nelson Mandela

“To learn a foreign language is to have one more window from which to look at the world.” – Chinese proverb

Frieth School Vision statement

‘...Your light must shine before people, so that they see the good things you do.’

Matthew 5:16

We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.

Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:

Sharing and caring

Gentle and Kind

Honest and Truthful

Challenging and Responsible

MFL Vision Statement:

We want to nurture a linguistic curiosity and a love of languages in our children here, helping each one to develop the skills and confidence to consider themselves as global citizens who belong to a multicultural and mutually respectful world. We hope to create the foundation to a potential life-long language learning journey.

Intent

At Frieth Church of England Primary School we believe that learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. Our curriculum intent reflects our belief that all children benefit from studying MODERN FOREIGN LANGUAGES at an early age. Therefore we offer each child in Years 1-6 an insight into the culture and civilisation of the countries where French and German are spoken. Our aim is to develop the ability of each child to use the language effectively in a variety of practical situations, to encourage creativity, spontaneity and to provide enjoyment and intellectual stimulation. The participation in language learning will inherently underpin the spiritual, moral, social and cultural development of our pupils.

The teaching of MODERN FOREIGN LANGUAGES at Frieth Church of England Primary School reflects the new National Curriculum Aims and meets statutory requirements.

Pupils in KS1 are taught to:

1. Develop listening and attention skills.
2. Listen with sustained concentration.
3. Understand the conventions of turn-taking.
4. Copy language modelled by the teacher or another speaker.
5. Sing songs and recite short finger rhymes.
6. Understand that different languages are spoken in the world.
7. Celebrate and value plurilingualism
8. Celebrate and value cultural diversity.

Pupils in KS2 are taught to:

1. Acquire language learning strategies for memorization and retrieval as well as for listening, reading and understanding.
2. Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work.
3. Listen attentively to spoken language and show understanding by joining in and responding.
4. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
5. Develop a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud.
6. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
7. Speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
8. Present ideas and information orally to a range of audiences.
9. Read carefully and show understanding of words, phrases and simple writing.
10. Appreciate stories, songs, poems and rhymes in the language.
11. Broaden their vocabulary and develop their ability to decode new words that are introduced into familiar written material, including through using a dictionary.
12. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, using prior knowledge of grammar and key features; with or without a bilingual dictionary
13. Describe people, places, things and actions orally and in writing.
14. Understand basic grammar appropriate to the language being studied, including feminine, masculine forms and the conjugation of high frequency verbs; key features and patterns

of the language; how to apply these, for instance, to build sentences; how these differ from or are similar to English.

15. Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Modern Foreign Languages.

Implementation

MFL Curriculum and scheme of work

Planning in French and German is a process involving the French/German Curriculum Subject Leader, wherein:

- Schemes of work for FRENCH/GERMAN are developed by the subject leader (see Curriculum Map for details);
- Lessons are based on the long-term plan and resources provided;
- The Scheme is used/adapted/supplemented to ensure that it takes into account the different learning styles, experiences, strengths/stages of development and interests of the pupils;
- Detailed lesson plans are drawn up and delivered by the subject leader.
- Consistency of approach and of standards are ensured as French/German is delivered to all pupils, Year 1 to Year 6 by the subject leader;

The structure of our curriculum enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language. The learning objectives represent the core material for language learning in KS1 and KS2. The fundamental skills knowledge and concepts of the subjects are categorised into 3 clearly progressive core strands of teaching and learning.

- Oracy (listening, speaking and spoken interaction)
- Literacy (reading, writing and grammar)
- Intercultural understanding

In addition, two cross cutting strands are included:

- Knowledge about language (KAL)
- Language Learning Strategies (LLS)

The five strands are interdependent. They will rarely be taught in isolation and many lessons will include elements from all strands.

Strategies for the Teaching of French/German

The KS1 German curriculum is organised on a topic basis wherein the core language content covered in Years 1 and 2 is arranged into two main topics:

- i) General language and ii) Getting to know people

The KS2 French curriculum is organised on a topic basis wherein the core language content covered in Years 3-6 is arranged into three main topics:

i) General language, ii) Getting to know people and iii) Eating, drinking and shopping

(See Curriculum map and Skills Progression documents for specific vocabulary/language/grammar/skills content)

French/German are studied throughout the year:

- Approximately 30 minutes per week is spent on German in Y1 and Y2.
- Approximately 45 minutes per week is spent on French in Y3/4 and Y4/5.
- Approximately 60 minutes per week is spent on French in Y6.
- There are follow-up activities to each lesson to increase the exposure time in a week.

The predominant mode of working in French/German:

- Is to engage children in a range of differentiated tasks and activities where communicating in the target language, for real purposes as well as to practise skills, is a key feature.
- Lessons are designed to be progressive and build on prior learning, moving from word to sentence level by the end of KS2.
- Lesson plans include ideas for support for the less able and to extend the more able.
- The lesson activities are challenging, varied, interactive and develop listening, speaking, reading and writing skills.
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge.
- Opportunities for revisiting and consolidating prior knowledge are included throughout KS2.
- The teaching of words and phrases in French/German with the intention of enabling pupils to cope in a range of everyday, real life situations, e.g. introducing themselves, posing questions in order to make new friends and being able to purchase items of food and/or drink from a French market;
- The development of pupils' awareness of language and the way it is constructed;
- The encouragement of pupils to explore similarities to their mother tongue and differences to it, e.g. drawing pupils' attention to the existence of the grammatical notion of gender (*le* and *la*, *un* and *une*, *mein* and *meine*), discussing the idea that verbs can change their endings in each of the languages (I make, he makes: *je joue*, *tu joues*; *ich wohne*, *du wohnst*).
- Commercially available schemes of work are 'dipped into' to support the delivery modern foreign languages (MFL) and supplement materials produced and the scheme of work

planned by the French/German subject leader (see list of published materials available for reference in Appendix)

Tasks and activities within this structure may include:

- Individuals responding to differentiated questions where cue cards/images/film may be used as a stimulus;
- Pairs/small groups using cue cards/images as stimuli;
- Pairs/small groups work using information gap exercises;
- Improvised drama/role play;
- Small group or team games;
- Prepared role-play (scripted, cue cards or not);
- Individual or group listening activities e.g. surveys;
- Individual or group writing activities e.g. passports, labelling, songs;
- Individual or group reading activities e.g. songs, stories, plays;
- Games, songs, raps, rhymes, audio-visual aids and e-learning, are all used to encourage accuracy, accent and confidence.
- Song will be used to support knowledge acquisition and the embedding of key concepts in their long term memory.

SEND

We are an inclusive school. We aim to raise the standards for all children and provide access to language learning for all pupils. Pupils who receive 1:1 support will have access to support during MFL lessons where appropriate to their needs. Lesson plans will take account of the differing needs of SEND pupils however, the school recognises that not all pupils with identified special needs require the same level of support in MFL as they may do in other core subjects.

Enrichment and the Wider Community

Encouraging a love of language learning from a young age is very important to us at Frieth. Our MFL curriculum very much strives to provide our pupils with an opening to other cultures, to foster their curiosity and to deepen their understanding of the world. From day one, the children experience a cross-curricular approach to MFL, always seeking to make connections between the language they are learning and relevant 'real life' situations. From locating countries where French and German are spoken and learning about ways of travelling there, to finding out about festivals/celebrations and comparing traditional songs and stories, the Intercultural Understanding strand of the National Curriculum is a feature in all lessons helping our children to develop respect for cultural diversity.

Year 5 and Year 6 pupils are given the opportunity to enhance their learning through our residential visit to France in the summer term of each alternate year. They can visit the multi-activity centre Château du Broutel in Rue, Normandy. It is very much a cross curricular experience where children can take part in a wide range of activities including: canoeing, raft building, rifle shooting, archery and rock climbing; children are able to visit a French snail farm, a café as well as to shop at a French market and supermarket; they are able to find out more about World War One during a visit to the Somme Museum and cemetery; the children also

investigate the local area of Rue where they can see a host of regional Tudor architecture and find out about Saint Sebastian and Joan of Arc when they visit the local cathedral.

Spiritual, Moral, Social and Cultural Development

The MFL curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Frieth through:

- Their willingness to participate in and respond positively to artistic, musical, and cultural opportunities
- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their language learning
- Their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

Impact

Strategies for Ensuring Progress, Recording and Reporting:

Recording

MFL performances and assessment can be captured on the school's video camera. Pupils can evaluate and refine their work by listening to and watching the videos afterwards.

Written work and photographs of examples of 'alternative' writing activities in KS1 and KS2 MFL can be kept in the class scrapbook eg. when using mini whiteboards, air writing, writing on partners' backs, worksheets.

KS2 pupils will also have an exercise book which will remain with them from Year 3 to Year 6 thus demonstrating progress. This should be kept neat and tidy. So much 'alternative' writing practice should be done, that writing in the actual exercise book should only ever be when a piece has been thoroughly revised and redrafted. Therefore only one or two pieces of quality writing may be entered each half term.

Monitoring

The MFL subject leader is responsible for the monitoring of teaching, learning and outcomes across the school. In the event that there is no MFL lead, the responsibility devolves to the Senior Leadership team.

MFL is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, performances and pupil interviews.

Assessment

- The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS1 and KS2 targets
- Evidence of speaking activities is gathered by making audio recordings
- Photographs are taken as evidence of listening, reading and writing activities eg when writing is done on mini whiteboards, in the air, on a partner's back or on a worksheet and samples are kept in a class 'Scrapbook'
- 'Special' exercise books are used to celebrate writing and to demonstrate progress across the key stages - One exercise book per pupil is kept throughout KS2
- Success criteria are an integral part of lessons, enabling children to self and peer assess their progress at the end of each section of work. A one/two/three sides of a triangle system can be used as well as commenting on their grasp of new knowledge
- To ensure pupils are achieving what has been set out in the curriculum and to track progress records are kept for each child: Formative e.g. when it is clearly indicated by the nature of the work as in a listening comprehension when a numerical mark may be recorded; summative/evaluative e.g. following an 'end of topic' role play when a grade to indicate progress made can be recorded. This can be a one/two/three sides of a triangle or linked to end of year report grades (**WT** - Working towards age related expectations, **WA** - Working at age related expectations, **GD** - Working at greater depth).
- Formative assessment in each lesson informs the planning and teaching of subsequent lessons and is used to guide the progress of individual pupils in French/German. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally in the course of teaching and by the very nature of this subject, it is ongoing.
- No formal summative assessment takes place between Y1 and Y6.
- A transition document will be used to relay information to feeder secondary schools about prior language learning.

Feedback to pupils about their own progress in French/German is given orally. Effective feedback:

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive
- Is usually done while a task is being carried out through discussion between child and teacher
- Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability

- A marking code (taken from The Primary Languages Network) is used which offers clear and concise feedback in the target language
(See MFL Marking Code in Appendix)

Reporting

A final summative assessment for MFL will be reported to parents within the annual school report using the following grades:

- **WT** - Working towards age related expectations
- **WA** - Working at age related expectations
- **GD** - Working at greater depth) may be recorded.

Linked policies:

Curriculum policy
Learning and Teaching Policy
Assessment policy
Health and Safety Policy
Equal Opportunities policy
SEND policy