

Modern Foreign Languages (MFL) Policy

Mere Brow CE Primary School Modern Foreign Languages (MFL) Policy



Intent

1 Introduction

In our school we teach a foreign language (French) to all KS2 children as part of the normal school curriculum. We 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. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

2 Aims and objectives

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

Implementation

3 Organisation

We teach a foreign language to children in KS 2 for 30-45 minutes on a half termly rota with computing.

4 The curriculum

Note that the curriculum aims state that: Teaching may be of **any modern or ancient foreign language** and should focus on enabling

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pupils to make substantial progress **in one language**.

FL2/1.1 Listening & Comprehension

FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding

FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

FL2/1.2 Speaking

FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures

FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

FL2/1.2d present ideas and information orally to a range of audiences*

FL2/1.3 Reading & Comprehension

FL2/1.3a read carefully and show understanding of words, phrases and simple writing

FL2/1.3b appreciate stories, songs, poems and rhymes in the language

FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

FL2/1.4 Writing

FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly

FL2/1.4b describe people, places, things and actions orally* and in writing

FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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*(*Not ancient languages)*

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

The curriculum that we follow is based on the guidance given in the National Curriculum 2014 . 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, and communicate in the other language;
- look at life in another culture.

5 Teaching and learning style

We base the teaching on the guidance material for modern foreign languages. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to have an active engagement 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 we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. 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. 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 they make in the foreign language, however tentative.

We use **Seesaw** to provide online Remote learning when children can't get into School. The MFL lead teacher collates a portfolio of learning on Seesaw including recordings, photographs and lesson observations.

IMPACT

6 Assessment

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by regular testing to evaluate what the children have learned. There are no national key stage tests, but we do award the children a school certificate showing that they have reached a certain level of competence in French. We present this to the children at the end of the year. The school uses the four national attainment targets to evaluate the progress of each child in:

- listening and responding
- speaking
- reading and responding
- writing

7 Monitoring and review

We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The headteacher also reports to the governing body on the progress of children in French in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

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

Signed: S Livesey

Date: Sept 2020

To be reviewed September 2022

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