

Leominster Primary School

MFL Policy

At Leominster Primary School we believe that the learning of a foreign language provides valuable educational, social and cultural experiences for our pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own abilities and those of others.



Purpose of Study

For every pupil in Key Stage 2, Modern Foreign Languages is a statutory foundation subject.

‘Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’

In accordance with the aims of the new National Curriculum introduced in September 2014, we aim, as a school, to ensure our children have the opportunity to:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned;
- discover and develop an appreciation of a range of writing in the language studied.

Knowledge, skills and understanding

The Attainment Targets outlined in the Programme of Study for Languages relate to: listening and speaking skills; reading and writing skills and knowledge about grammar.

Aims

- to enrich learning for all pupils
- increase linguistic competence through regular timetabled MFL sessions
- exploit cultural links and experiences when opportunities arise
- promote positive attitudes to language learning through a range of learning activities
- develop listening skills and phonological awareness
- look towards opportunities for cross curricular links in year group planning

Speaking and Listening

The children will:

- encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening;
- develop their oral abilities at their own levels;
- develop listening and comprehension skills through a variety of means to;
- include both reciprocal and non-reciprocal situations;
- be able to express opinions, articulate feelings and formulate appropriate;
- responses to increasingly complex instructions and questions.

Reading

The children will be given opportunities to:

- read the majority of common phrases and words taught;
- read individual words, phrases, and sentences to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships;
- read stories, and extracts of stories, for enjoyment and to practise pronunciation and consolidate understanding through repetition in a wider context.

Writing

The children will be given opportunities to:

- experiment with the writing of simple words and phrases;
- write a sentence following a model but changing one or two words;
- create own sentences using support materials, eg. a sentence frame;
- write individual words and some basic phrases from memory.

Curriculum and School Organisation

French is regularly taught in Years 3 to 6. Children are taught specific skills, concepts and vocabulary in a dedicated French lesson of between 30 and 60 minutes. The school aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

The teaching in KS2 is based on the guidance material in the CGP 'Salut' scheme of work of MFL and supplementary material. The teacher will use a variety of techniques to encourage the students to have an active engagement with MFL, including games, role-play and action songs. The scheme of work is separated into coverage for years 3/4 and years 5/6. Both include individual lesson plans and interactive whiteboard resources, which include an introduction to key vocabulary for each lesson, flashcards to support learning and games and songs to reinforce the learning objective. The 'Salut' scheme is organised into units of work; three core units, followed by multiple units which cover the day-to-day routines of the child, as well as their interests and home life.

Assessment

Opportunities to monitor the children's progress in MFL are built into our scheme of work. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different listening, speaking, reading and writing activities. Written activities are collated in each child's French folder. The progression of each child can be tracked on the 'class tracking' and recorded on the assessment sheets for each class. Assessment sheets are categorised into listening and responding; speaking; reading and responding; and writing. A judgement will be made for each of these, based on their overall understanding and how many of the objectives they have achieved. Either 'secure' understanding; 'within' understanding or 'entering' understanding. Teachers will track children's progress on class objective sheets. These sheets will then be passed on to the children's next class teacher at the end of the academic year and be given to the subject coordinators.

The expected attainment in speaking, listening, reading and writing for each year group is colour coded in the overview of the learning outcomes below and based on the National Curriculum's programme of study.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of

MFL resources. Mixed styles of pairing and grouping are used to optimal advantage depending on the activity. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Resources

The 'Salut' scheme of work is available on the school network. This includes printable resources for class work and teacher resources for tracking and assessment. All other resources (books, dictionaries) are stored centrally in the MFL cupboard on the second floor.

Staff Development

The Modern Foreign Languages co-ordinator is available to update, inform and support staff as necessary. The coordinator will attend courses as appropriate and opportunities exist for members of staff to attend courses as part of their professional development where possible.

Management of the subject


The Modern Foreign Languages co-ordinator is responsible for the overall planning, implementation, resourcing and updating of the subject and for staff development. Phase leaders and individual class teachers are responsible for the medium and short term planning and delivery of the subject in such a way as to meet the requirements of the National Curriculum.

MFL Co-ordinator: Jennifer Cresswell

Date of last Review: Summer 2019

Date of next Review: Summer 2021

Curriculum coverage: listening, speaking, reading and writing (Years 3-6).

	Listening, Speaking, Reading, Writing	PoS Statements	a listen attentively to language and show understanding by if and responding	b explore the pattern sounds of language songs and rhymes the spelling, sound meaning of words	c engage in conversations ask and answer questions express opinions respond to those who seek clarification
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Pos Statements	L
d speak in sentences, using familiar vocabulary, phrases and basic language structures	
e develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	
f present ideas and information orally to a range of audiences	
g read carefully and show understanding of words, phrases and simple writing	

PoS Statements	
h appreciate stories, songs, poems and rhymes in the language	L1h I can and I can write
	L2h I can phrase
	L3h I can from context
	L4h I can and I can story urban
i broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
j write phrases from memory, and adapt these to create new sentences, to express ideas clearly	

PoS Statements	
K describe people, places, things and actions orally and in writing	
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	
This Programme of Study statement has been broken down into the following areas:	
I feminine and masculine forms	L2I I can from
	L3I (i) I can between spots
	L3I (ii) I can differ

Pos Statements		LISTE
m	singular and plural forms	
	L1m	I can recognize singular or plural forms of the article 'le/la/les'.
n	adjectives	
	L1n	I can recognize adjectives.
o	pronouns and the conjugation of high-frequency verbs	
	L2o	I can recognize about 10 high-frequency verbs in a sentence.
p	word order and patterns in the language	
	L2p	I can recognize some French sentence patterns in English.

