

# Shoreham Beach Primary School



## Modern Foreign Language Policy

Revised: March 2018  
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## **Shoreham Beach Primary School**

This policy document sets out the school's aims, principles and strategies for the delivery of Languages. The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

### **Aims and Objectives**

The overall aim for Modern Foreign Languages is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach MFL and use MFL effectively in their teaching of other subjects. However, this aim can be further broken down.

### **In Key Stage 2:**

#### **General**

- To increase children's linguistic competence through regular timetabled MFL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop listening skills and phonological awareness (with particular emphasis in KS1 Y3/4)

#### **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:

- To practise vocabulary through reading individual words and short sentences.

#### **Writing**

The children will be given opportunities to:

- Copy the language they are learning and to manipulate that language putting in their own answers.

French is taught regularly to ensure progression and skills development but other languages are taught on suitable occasions to ensure that the linguistic expertise of all staff is used. Christmas carols, festivals, geography project work all contain foreign language elements.

Although MFL is a cross-curricular subject, children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson with the Class Teacher.

Shoreham Beach Primary School aims to deliver the requirements of the KS2 MFL framework through the Culturetheque scheme. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work for builds upon the language learnt in previous years. MFL is also part of the school day and, as such, is ongoing throughout all of children's learning. Each class teacher uses basic French classroom vocabulary throughout the day and expects the pupils to do the same.

### **Curriculum Management**

The subject leader will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and scheme of work;
- By ordering/updating/allocating resources;
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments and by keeping links with the Advisory Team for MFL;
- By contributing to the School Integrated Development Plan on an annual basis;
- By management of the native speaker if available;
- By liaising with feeder and or receiving schools;

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. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

### **Time Allocation**

#### **KS1**

They should be given the opportunity to answer the register in a foreign language and have access to small games to learn simple commands.

#### **KS2**

As well as a timetable weekly session (30 mins per week minimum) the Class teacher (CT) will use commands throughout the day and allow the children the opportunity to respond.

### **Planning**

We follow the French Embassy's plans, 'Culturetheque'. This is a PowerPoint Based scheme of work, however, there are teachers' notes to go with it and resources.

Video clips of children speaking languages are also used particularly from YouTube.

In Y6 the children have the opportunity of learning German and Spanish. This gives them a taster of two other languages, other than just French for when they are making their choices for Secondary School.

## **Class Organisation and Teaching Style**

Class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

The children are gradually asked to respond to longer pieces of French. Only oral French is presented at first, with oral responses required. When the children begin to show an interest in the written word, text will be introduced in the form of classroom labels and big books, which shall be used for shared reading. No writing is required until the pupils are ready, when copy writing is introduced.

In Year 6 French will be taught in the Autumn and Summer term. In the Spring term half the term will be German and the other half will be Spanish. This is to give the children an experience of German and Spanish ready for the choices they need to make for Secondary School.

## **Assessment, Record Keeping, Reporting**

Most assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next class teacher.

If any written MFL work is produced, it is marked in line with the school policy on marking.

## **Resources**

A variety of resources are available in school. These include children's reference books, teachers' resources, French (Spanish & German) Dictionaries, books, big books, and audio/visual materials.

Each classroom has a French/English dictionary and labels for most classroom objects. There is a section in the non-fiction library for read-alone dual language books. Year 6 also have a German and Spanish dictionary.

The MFL Subject Leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget. The amount of this budget reflects the degree of priority given to MFL in the School Integrated Development Plan.

Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this.