

TWEEDDALE PRIMARY SCHOOL

**POLICY FOR
MODERN FOREIGN LANGUAGES (MFL)**

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body - **June '21**.

The policy will be reviewed by the Head Teacher annually and by the governing body in **June 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....

Date.....

Chair of Governors

TWEEDDALE PRIMARY SCHOOL

MODERN FOREIGN LANGUAGES (MFL) POLICY

Introduction

The purpose of this document is to provide guidelines to support the teaching and learning of Modern Foreign Languages (MFL) at Tweeddale Primary School.

The National Curriculum 2014 states that:

“Learning a foreign language is a 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.”

Rationale

Learning a foreign language allows us to connect with other cultures and has many cognitive benefits. Research shows that learning a second language boosts problem-solving, critical thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility. Research also shows that the earlier that young people are exposed to different languages, the more easily they are able to become proficient in language acquisition and correct pronunciation, thus providing a solid foundation for more advanced language learning at secondary level and beyond. In today’s increasingly interconnected and interdependent world, proficiency in other languages is a vital skill that gives you the opportunity to engage with the world in a more immediate and meaningful way. It also allows pupils to deepen their understanding of the world around them, equips them to study and work in other countries and can be a thoroughly enjoyable life skill.

"Knowledge of languages is the doorway to wisdom." (Roger Bacon)

Aims and Objectives

The national curriculum for languages aims to ensure that all pupils:

- 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 learnt.
- discover and develop an appreciation of a range of writing in the language studied.

(Languages programmes of study: key stage 2, National Curriculum 2014)

In addition, we seek to achieve the following objectives:

- To equip children with the tools and knowledge base that they will need for further study of Modern Foreign Languages – at secondary level and beyond.
- To ensure familiarity with a range of commonly used basic vocabulary and grammatical structures in French.

- To ensure pupils have a strong mastery of the sound and spelling system in French.
- To encourage a sense of curiosity and fascination about the wider world.
- To equip pupils with an awareness of different languages and cultures from around the globe.
- To present the children with a wide range of activities in line with the current National Curriculum.
- To provide children with teaching that stimulates a positive attitude towards MFL.
- To provide a stimulating working environment for language learning throughout the school.
- To present language learning as an enjoyable, interactive and fun experience and thus increase children's motivation.
- To develop inquisitive minds, encouraging the ability to question.
- To match learning experiences to the abilities and needs of each child.
- To provide a practical approach to ensure learning with understanding.
- To foster an interest in learning other languages.
- To develop awareness of language structure and to understand that the structure differs from one language to another.
- To build on the pupils speaking and listening skills, responding to and communicating in a new language.
- To use knowledge of foreign language to express themselves in both speech and writing.
- To raise staff awareness of and competence in MFL.

Foundation Stage

Although there is no mandatory MFL requirement for Key Stage 1 and earlier, if children are introduced to foreign languages during early development, they are more likely to progress in language acquisition. At Foundation Stage, pupils should be introduced to the idea of other languages and have gradual exposure to the different sounds of foreign languages. There is no expectation that children starting school will memorise key vocabulary but may be introduced to songs or nursery rhymes in a foreign language to acclimatize them to the phonics that will be encountered later. This might include teaching of how to count in French or a few key phrases for introducing oneself.

Key Stage 1

At this stage, exposure to the phonics of French should continue through nursery rhymes, songs and basic phrase repetition so that once pupils are expected to learn French phrases and vocabulary, this is not a wholly alien concept. Children could practice French greetings, vocabulary for colours, clothes and food, as well as practice listening and responding to classroom instructions in the language. Children can also engage in fun classroom games and puzzles, such as colouring sheets, wordsearches and matching games in the target language. This will help foster confidence and fluency when pupils access the MFL curriculum in Key Stage 2.

Key Stage 2

While there is no set requirement for pupils to learn any one specific foreign language, the National Curriculum states that teaching "should focus on enabling pupils to make substantial progress in one language." Since the most commonly studied and taught language across most local schools is French, this will be the target language. This accords with previous language tuition at Tweeddale and will provide continuity of study.

Teaching from Year 3 will focus on the three key strands of language learning: vocabulary, phonics and grammar. Pupils will be taught frequently used essential vocabulary, which should be revisited regularly and systematically in a variety of contexts to improve retention. Learning should include ample opportunity for practice and recognition of familiar vocabulary as well as gradually introducing new words and phrases. Phonics should be introduced through a variety of

sources including the use of native speakers. Teachers should make use of the wide variety of online language resources to aid pronunciation and aural skills. Basic grammar should focus initially on the key commonly used verbs (avoir, être, aller, faire) and ensure that pupils have a good understanding of these 'big four' verbs through re-teaching before tackling the concepts of -er, -ir and -re verbs. The document *Teaching a broad and balanced curriculum for education recovery, 2021*, states that ideally grammar should be taught frequently in small and manageable chunks to aid retention. This will also assist with linguistic confidence and provide a solid base for future learning.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- 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.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- 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.

(National Curriculum 2014)

Teaching of MFL

In Foundation Stage, MFL will be encompassed within the Prime Areas of 'Communication and Language' and 'Understanding the World.' This will include the provision of a language rich environment and an introduction to different cultures. Teaching methods should consistently match the needs of the whole class, groups or individual pupils, as appropriate.

During Key Stage 1, teaching of MFL is discretionary within the timetable and should focus on enabling pupils to develop speaking and listening skills, using a multi-sensory and kinaesthetic approach to teaching.

At Key Stage 2, the curriculum that we follow is based on the 2014 National Curriculum programme of study for MFL in Key Stage Two. We adjust this in order to meet the needs of all of our children.

Differentiation should be allowed for through:

- peer support – using mixed ability pairings when appropriate.
- setting common tasks which are open ended and can have a variety of outcomes – therefore differentiating through outcome.

- providing resources of different complexities, matched to pupil ability, therefore differentiating through support.

Pupils will be able to work in a variety of ways, including individually, paired or group investigations and whole class activities, depending on the type of learning and resources needed.

It is our intention to provide extra-curricular opportunities for children to further progress their MFL skills through provision of a Language Club, to be run after school hours. This will be facilitated by the Subject Lead and will be run in French and/or German.

In addition, children from Key Stage 2 will be encouraged to participate in a French Day to celebrate francophone culture in a fun and interactive programme of activities.

Planning

At Tweeddale Primary school we use long, medium and short-term plans. By the end of each key stage pupils know, apply and understand the matters, skills and processes specified in the programme of study. We meet individual needs through differentiated activities and, where possible, follow a creative curriculum which stimulates the interests of the child.

Weekly MFL planning should reflect the following:

- A learning objective for every lesson
- Children's activities which are clearly linked to the objectives
- Children's activities which are pitched appropriately and differentiated appropriately (usually 3 ways: *LA, **MA, ***HA)
- Children's activities are also broadly levelled
- Success criteria for every lesson which supports the understanding of the objective and the skills required
- Pupil premium children are included in the planning, with differentiated activities to support where appropriate.
- Key Vocabulary / Key Questions
- Focused guided group sessions when appropriate are indicated by the letters **T** (teacher will be supporting the activity)
- Additional adults working with a group is shown by the letters **LSA**
- Models and images (ICT) and practical resources to be used
- Opportunities for problem solving every week
- Learning Journey present on planning and progress over the unit is clear
- Opportunities for speaking and listening are included
- Plenary to include opportunities for Assessment for Learning (AfL)

Various resources are available online and updates on useful resources will be provided regularly to teaching staff by the Subject Leader. Classes have also been provided with multiple hard-copy resource materials for MFL teaching and are also encouraged to use interactive resources which are already used in the school in other areas of the curriculum.

Cross Curricular links

Literacy - The learning of a modern foreign language naturally contributes to the development of our children's speaking and listening skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure.

Numeracy - Children reinforce their number, counting and calculation skills through many of the games in French. The sessions also expand their understanding of date and time.

PSHE - One of the main benefits to the children of learning a modern foreign language at primary school level is the social aspect. Those children who have difficulty reading and writing, but have good aural skills, will often develop great confidence, which increases their self-esteem and thus a more positive attitude to school life.

Spiritual, moral, social and cultural education - By teaching a modern foreign language, we contribute to the children's culture education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which French is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography - Learning a modern foreign language gives the children an opportunity to learn about the climate of countries that speak French. We ask children to do research, finding countries on a map or globe.

Assessment and Review

Assessment is a crucial part of the teaching and learning process. It makes a constructive contribution and provides individual children with opportunities to show what they know, understand and are capable of doing.

Assessment is needed to:

- provide information about the teaching and learning processes in MFL
- help teachers to plan future teaching and learning activities and evaluate their suitability
- detect and diagnose difficulties experienced by individual children when learning
- inform children and parents about the progress they are making within their language learning

Daily assessment for learning

The progress and understanding of each child is continuously assessed by staff through observation, discussion, questioning and by on the spot marking – this is an integral part of everyday lessons.

Children's books are marked during lessons by the adults in the room. Children receive verbal, on the spot, feedback about their work so it is current and can be effective straight away.

1 to 2 weeks after finishing a unit of work, children are provided with differentiated reasoning style question around the completed unit. This can then be used as evidence of understanding and retention of a topic area as well as demonstrating the child's reasoning ability.

Termly teacher assessment

In Key Stages 1 and 2, teachers are required to make termly 'teacher assessment' judgements about pupils' attainment. When making the 'teacher assessment' judgement, teachers should take all aspects of the child's learning into account including: test results, daily assessments, think aloud clouds, target sheets in the front of books and pupils' work when judged against the assessment criteria.

Teachers should highlight the target sheets as an on-going process using the correct half termly colour. Teachers use their professional judgement along with think aloud clouds, class work and test analysis to inform highlighting.

The co-ordination of the curriculum is the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in MFL and providing a strategic lead and direct for this subject.
- Gives the head teacher an annual summary report in which the strengths and weaknesses in MFL are evaluated and areas for further development are indicated.

The quality of teaching and learning in MFL is monitored and evaluated by the Subject Leader as part of the agreed cycle of monitoring and evaluation.

The quality of teaching and learning in modern foreign languages is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation. The headteacher reports to the governing body on the progress of children in French, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our French teaching.

Equal Opportunities

At Tweeddale Primary School we aim to provide access and opportunities for all pupils to achieve regardless of gender, race or social/cultural background (see Equal Opportunities Policy and SEN Policy).

We meet the individual's requirements for curriculum access through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

We make provision, when necessary, to support individuals or groups of pupils to enable them to participate effectively in the MFL curriculum and assessment activities. This applies to those pupils of higher ability as well as those on the SEN Code of Practice.

Home-School Links

We aim to involve parents/carers and keep them fully informed about their child's learning. Informal discussions and parents' evenings are held each term and enable parents to discuss their child's progress and targets with the class teacher.

Race Equality

We will promote race equality, which enriches the curriculum as a whole, contributes to effective teaching and learning and supports educational attainment. An awareness of different cultures, languages and beliefs is a key pillar of understanding equality and diversity. An anti-racist approach will permeate every aspect of MFL teaching and encourage our students to reinforce their tolerant and inclusive mindset. We will develop race equality through displaying positive cultural and linguistic attitudes, by challenging stereotypical images and by promoting interest in, and understanding of, other cultures and ways of life.