

Seaham Trinity Primary School

Modern Foreign Language Policy



Document Control

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Purpose of the document	To fulfil the requirement of the National Curriculum for MFL, which should foster pupils' curiosity and deepen their understanding of the world. It should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and have the opportunity to read literature in the original language.
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Document approved on	
Changes made to this version	
Reference material	
Linked documents	

Mission statement:

At Seaham Trinity we believe that learning a foreign language provides a valuable educational, social and cultural experience which will lay the foundation for future language learning.

Curriculum Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to explore other countries and cultures. A high quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 children to study and work in other countries.

Educational aims:

- To develop pupils' communication and literacy skills.
- To develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English.
- To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others.
- To provide a medium for cross-curricular links where appropriate.

Objectives:

EYFS and KS1

Although not a curriculum requirement in EYFS and KS1, A whole school approach to MFL is desirable, so although languages will be optional for the Foundation Stage and KS1, teachers are greatly encouraged to start introducing MFL to our children in these Key Stages. They receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. These are enjoyed both in the classroom setting, as part of assemblies and as part of whole school international festivals.

KS2

- By the end of KS2, children will be able to understand simple spoken and written language, to speak aloud and take part in short conversation and to write simple sentences. They will also understand about other cultures and have an idea about how languages work and how to learn them. In short they will be becoming confident users and learners of a new language.

The curriculum:

The scheme of work is based on the Salut! Scheme of work and adapted to the needs and interests of the children.

In KS1, pupils will be introduced informally through regular exchanges. E.g. greetings, numbers, colours and register.

In KS2, children have the opportunities to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory
- Use a dictionary
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words
- Broaden their experience of other countries and cultures.

Progression:

Progression takes the form of increasingly demanding structures, based around the principles of sentences around simple verbs. For example it could follow:

- single nouns and adjectives
- nouns with appropriate adjectives
- verbs in the first person
- verbs in the third person
- verbs with nouns and adjective
- extending simple sentences using conjunctions, prepositions or adding adjectives and adverbs to add detail and description.

Progression is ensured following the key objectives in the framework. Children will have the opportunity to work with the 5 strands: reading, writing, oracy, listening and Intercultural understanding.

Differentiation and Entitlement:

We aim to present a differentiated curriculum that extends and fulfils the needs and potential of every learner. Differentiation is provided through:

- the modification of tasks and activities that take into account individuals' strengths and weaknesses and enable them to participate at an appropriate level (this is embedded with the resources of the scheme)
- the expectations of outcomes of tasks and valuing individual achievements and contributions

Equality of Opportunities:

Within the teaching of French, we aim to ensure that all pupils access the MFL curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high standard as possible.

Embedding MFL in the curriculum and exploiting opportunities

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare a foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- **ICT:** use of e-mail and SKYPE (through school partnership) with schools abroad, materials from the internet and satellite television, video and audio.
- **Citizenship:** the multilingual society, knowledge of other countries and cultures;
- **Mathematics:** counting, calculations, the time and the date, money;
- **Geography:** work relating to the study of other countries, points of the compass, weather;
- **Science:** work on parts of the body, animals;
- **Music:** rhyming, rhythm, singing, composition, world music;

- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **History:** work relating to the study of other countries (WW2, Normans)
- **Art:** descriptions of paintings, French artists;
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.
- **Outdoor Provision :** use of natural resources (les saisons, le jardin, le temps), large scale movement
- **Rights Respecting :** Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Where possible we are hoping to involve the wider communities by:

Networking with other primary schools in Durham

- Involving of other adults / children to enhance pupils' experience
- Forging links with schools in French speaking countries, working with French partner school.
- Working with local secondary school to share experience and resources and to ease transition.

Roles and responsibilities:

The Language subject leader will:

- Manage the implementation of the school policy, updating the policy and scheme of work
- Order update and allocate resources
- Identify needs and arrange inset so that all staff are confident in how to teach and assess French
- Keep abreast of new developments and communicate it to staff
- Take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place
- Support staff in developing pupils' capability
- Attend appropriate course to and to maintain link with the advisory team for

MFL

- Contribute to the school development plan on a yearly basis
- Manage support staff
- Liaise with receiving secondary schools
- Will keep governors informed of recent and current developments.

Links

- Ensure the continuity of the relationship with partner school and other links to schools and community.

Class teachers will:

- Facilitate the learning of French in their class.
- Liaise with colleagues within their year group and key stage
- Assess the work and progress of pupils – marking and assessment
- Will work towards allocating an hour a week to the teaching of French

Assessment, record keeping and reporting

Work to be evidenced in books. Other evidence (conversations, songs etc.) to be uploaded in MFL folder on One Drive.

Assessment to be completed termly on updated assessment form on One Drive. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessment could be through oral questioning, can-do statements and end of unit assessment. Use of 'Language Magician' in UKS2 as a tool to aid assessment and core tasks in LKS2.

Monitoring and review:

Monitoring is carried out by the language subject leader in the following ways:

- Informal discussion with staff and pupils
- Delivery of planning / lesson observation
- Observation of displays

Feedback is provided to staff, senior managers and governors following monitoring. It is used to inform CPD needs.

Any resource requirements are also identified and purchased according to needs and budget as stated in school development plan. Resources requirement are clearly laid out in each unit of work and readily available for each member of staff to use.