



Manor Primary School  
Modern Foreign Languages Policy



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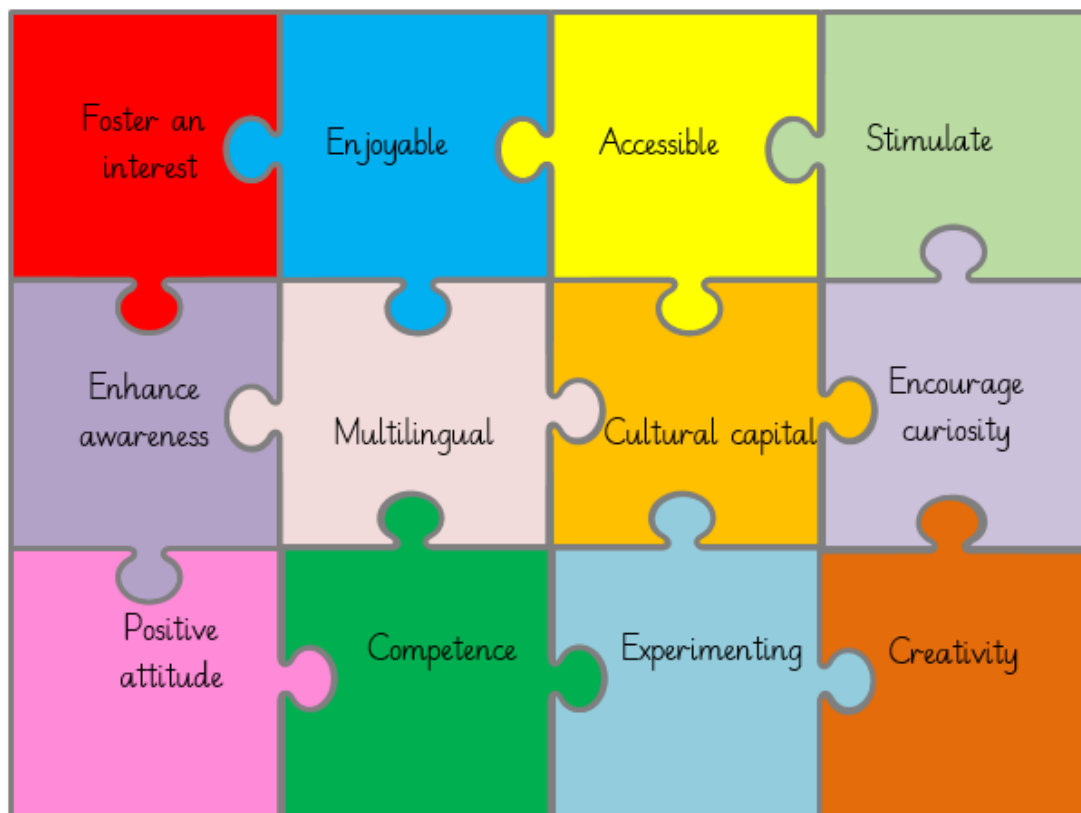
**Intent**

At Manor Primary School, our Modern Foreign Language Curriculum is designed to provide a valuable educational, social and cultural experience for all pupils. It provides excitement, enjoyment and challenge for both children and teachers; helping to generate enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

“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. 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.”

National Curriculum, 2017.

Our curriculum is designed for the following learning criteria:







## Our School Core Values

Our school curriculum is underpinned by the values that we hold dear at our school.

## Implementation

Teaching of the Modern Foreign Language should focus on enabling pupils to make substantial progress in French. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant; exposing children to the target language at maximum.

## Organisation and Planning

Modern Foreign Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's units of learning for French ensures that there is differentiation, continuity and progression in both knowledge and content across all classes. The whole school approach to long, medium and short term planning for Modern Foreign Languages reflects the recommendations of the QCA guidelines for Key Stage 1 and 2.

The children are taught how to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.
- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.
- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.



Learning will:

- have clear, achievable objectives;
- encompass four key assessment areas (reading, writing (with grammar), speaking and listening)
- be carefully planned and structured;
- be practical, active and varied;
- involve the use of ICT;
- include whole class, small group and pair work;
- promote success and self-esteem.

### **Impact**

In Key Stages 1 and 2, children will have followed the Primary Framework for and will have knowledge of English, including grammatical awareness and knowledge of some grammatical terms. The MFL scheme of work takes account of this and consolidates and builds on this work where appropriate. Children are encouraged to increase their knowledge of how the French language works and to explore differences and similarities between this new language and English or another language.

Pupils learn in many ways and to accommodate this, a variety of learning styles are used including song, game, pictures, video and audio material, ICT etc. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small groups and in whole class situations according to the activity. Work is mainly oral, but an increasingly number of reading and writing tasks are included as pupils enter Key Stage 2. On occasion, pupils are recorded on audio and video.

A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

### **Assessment**

This is ongoing and continuous and informs future planning. It will follow the guidelines established in the school's assessment policy.

Teachers assess children's progress informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing.

Informal comments on their progress in French will be made in reports to parents.

**Resources:** All resources for MFL are kept in phases and on the school's Server, to enable easy access for those who need them.



## Differentiation

At Manor Primary, we are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

At our school, we teach French to all children, whatever their ability. We recognise that all classes have children of widely differing abilities and as such, suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by:

- setting common learning opportunities which are open-ended and can have a variety of responses;
- setting opportunities of increasing difficulty (not all pupils complete all);
- grouping pupils according to ability in the room and setting different learning opportunities for each group;
- providing resources of different complexities, matched to the ability of the child;
- using additional resources to support the work of individual children or groups of children;
- using peer support by partnering pupils of disparate ability to complete tasks.

## Teaching MFL to children with Special Educational Needs

Modern Foreign Languages at Manor Primary School is fully inclusive. No child is excluded by reason of a Special Educational Need, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in language learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning is planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the learning opportunity.

Therefore, it forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified on IEPs.

## Links with Other Areas of the Curriculum

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

- **English:** development of speaking and listening, knowledge and understanding of grammar and written sentence construction. Opportunities to compare the 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 video opportunities with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing, green screen technology;
- **PHSCE:** the multilingual society, knowledge of other countries and cultures;
- **Mathematics:** counting, calculations, the time and date, seasonal mathematics, money;
- **Geography:** exploration of Francophone countries and cultures, knowledge of countries that speak French, 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, family trees of famous people;
- **Art:** descriptions of paintings; portrait artwork
- **PE:** physical responses to the teacher's instructions issued in the language being learnt, exploration of different sports.

### Assessment and Recording

Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each other's answers, particularly for a listening or reading activity, but the teacher will always mark and comment on the work. Very simple comments are made in the target language such as *Bien*, *Bon effort* etc, and longer comments in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

There are four attainment targets in MFL:

Attainment target 1: Listening

Attainment target 2: Speaking

Attainment target 3: Reading

Attainment target 4: Writing (including grammar)

Teachers make long-term assessments at three stages across the school year, and they use these to assess progress against school MFL targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents/carers.

### Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in Modern Foreign Languages is the responsibility of the MFL subject leader and Senior Management Team. The work of the subject leader also involves supporting colleagues in the teaching of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader has specially-allocated regular management time in order to enable him/her to review samples of the children's work and undertake lesson observations of MFL teaching across the school.

### Staff Development

Teachers and other staff will be given opportunities and encouragement to develop their own language and language teaching skills, through in-school workshops and thorough training. There will also be opportunities to



meet native speakers in school through the school's international links. The subject leader for MFL will identify school needs and will circulate professional development opportunities addressing these.

### Links Outside School

Modern Foreign Languages provides an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and we welcome visiting speakers who are able to talk about life in the countries where the target language is spoken. As a school, links with schools in French-speaking countries will be made; enabling the children to exchange information, pictures and learning with their counterparts there, and learning first-hand about their lives in the target language. We make full use of ICT links via e-mail, video-conferencing, Skype and approved sites on the Internet, to find out about life in other countries and to gain competence in the target language.

### Review

This policy will be reviewed annually by staff and governors

### Date of next review

September 2021