

Dothill Primary School



Modern Foreign Languages Policy

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1. Introduction

Why a policy?

This policy sets out the aims, principles and strategies for the delivery and implementation of Modern Foreign Languages (MFL) at Dothill Primary School.

The following document has been written with reference to the National Languages Strategy, the Key Stage 2 Framework for Languages, the Catherine Cheater Scheme of Work, the QCA Scheme of Work, the National Curriculum Online non-statutory Guidelines for MFL, the European Languages Portfolio, the Languages Ladder, Enjoyment and Excellence and Every Child Matters.

Who the policy is for

The policy is available for all teaching and non-teaching staff to use as a reference for planning and delivering MFL at Dothill Primary.

The role of the Coordinator

The subject leader/co-ordinator 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 in collaboration with teaching staff;
- By ordering/updating/allocating resources in collaboration with teaching staff;
- 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 maintaining links with the Advisory Team for MFL;
- By contributing to the School Integrated Development Plan on an annual basis;
- By liaising with feeder and or receiving schools

It is the responsibility of the head teacher and governing body to ensure that statutory requirements are being met.

2. Rationale for introducing MFL at Dothill Primary School

We believe that learning a foreign language can enrich the life and experience of our children: "Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives

of others. They learn to look at things from another's perspectives, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their lives, beliefs and values." (DfES, 2005, The Key Stage 2 Framework for Languages)

Learning foreign languages reinforces the key approaches to teaching and learning set out in Excellence and Enjoyment: A Strategy for Primary Schools, and in carefully implementing the KS2 Framework for languages we ensure that we pay attention to how to best achieve the most positive outcomes for children, taking account of the vision and intentions as sets out in Every Child Matters.

Aims and objectives of Primary Languages provision at Dothill Primary School

"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."

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study/national-curriculum-in-england-languages-programmes-of-study>

Aims

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

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We aim to:

- foster an interest in learning other languages;

- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

The children are taught how to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in French
- look at life in another culture.

We also aim to develop teachers' confidence and competence to teach MFL and embed languages across the Curriculum.

Language Specific Aims

The Primary Languages provision is planned and implemented following the objectives of the five strands as specified in the KS2 Framework for Languages. These are:

a. Oracy;

We aim to ensure that children spend a lot of their time listening, speaking and interacting orally; frequent opportunities will be provided to listen to a good model of pronunciation (supported by native resources)

b. Literacy;

The oracy strand supports the literacy strand and children will be exposed to activities which aim to develop the relationship between sounds and the written form. Children will be exposed to a variety of forms of text such as stories, poems, information text etc.

c. Intercultural understanding;

Activities specific to the language lessons aim to encourage children's awareness of other cultures with the aim of appreciation of similarities and differences. Outside language lessons children are encouraged to explore other cultures and countries through subject like Geography, RE, PSHE.

d. Knowledge about the language;

Children will be exposed to the foreign language and encouraged to identify similarities and differences with their own language; this

Supports the development of children understanding of the language structure and build their confidence in communicating effectively.

e. Language learning strategy;

The aim of introducing Primary Languages at Dothill Primary School is to encourage children to appreciate the foreign language and develop their interest and ability to learn a foreign language; therefore, activities will encourage children to reflect and become aware of how they learn languages.

3. The organisation of MFL

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

At Dothill we will be teaching French as our chosen language.

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. The focus of study in modern languages will be on practical communication.

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

Initially the Catherine Cheater scheme of work will be rolled out across KS2 as follows:

	Y3	Y4	Y5	Y6
2016/17	Y3 Objs	Y4 Objs	Y4 Objs	Y4 Objs
2017/18	Y3 Objs	Y4 Objs	Y5 Objs	Y5 Objs
2018/19	Y3 Objs	Y4 Objs	Y5 Objs	Y6 Objs

More confident members of staff may also wish to use of adapt the QCA schemes of work which could be linked to other areas of work within their year group.

Unit 1	Moi - All about me
Unit 2	Jeux et chansons-Games and songs
Unit 3	On fait le fete - Celebrations
Unit 4	Portraits
Unit 5	Les quatre amins - four friends (animals/stories)
Unit 6	Ca pousse - Growing things
Unit 7	On y va - All aboard (travel/weather)
Unit 8	L'argent de poche - Pocket money
Unit 9	Racaonte-moi une histoire - Tell me a story
Unit 10	Vive le sport (our sporting lives)
Unit 11	Le Carnaval des animaux - Carnival of the animals
Unit 12	Quel temps fait-il - What's the weather like ?
Unit 13	Bon appetit, bonne sante - Helthy Eating
Unit 14	Je suis le musicen _ I am the music man
Unit 15	En route pour l'ecole - On the way to school (locality, directions)
Unit 16	Scene de plage - Beach scene (responding to a painting)
Unit 17	Le retour du printemps - the return of spring (responding to a Greek myth)
Unit 18	Les planets - the planets
Unit 19	Notre Ecole - Our school
Unit 20	Notre monde - The world about us - contrast French speaking locality
Unit 21	Le passé et le present - then and now (since 1940's)
Unit 22	Ici et la - Out and About (entertainment and money)
Unit 23	Monter un café - Creating a café (food and drink)
Unit 24	Quoi de neuf - What's in the news?

4. A way of working

Planning

All planning is undertaken by the Primary Languages co-ordinator in collaboration with the teaching staff.

Teaching and learning Strategies and progression opportunities

Teaching strategies and opportunities for progression are identified in the termly Scheme of Work and each class teacher will adapt their strategies to suit the activities and their cohort.

Scheme of work

The Primary Languages delivery will be planned according to the following schemes of work and documents:

Catherine Cheater Scheme for Years 3/4/5/6
QCA Schemes of Work

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, books and CD ROMs.

Each year group has a set of French/English dictionaries available, and labels for most classroom objects and posters detailing the days of the week and months of the year will be available to all staff via the school intranet (workgroup).

There will in time, be a section in each class library for read-alone dual language books.

The Primary Languages co-ordinator 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 Primary Languages budget. The amount of this budget reflects the degree of priority given to Primary Languages in the School Integrated Development Plan.

Transition to KS3

This is facilitated by Cross phase liaison which allows us to:

- Share good practice
- Team teach
- Seek Guidance
- Have joint planning meetings
- Primary/secondary schools visits
- Share resources
- Make use of a link leader for the cluster
- Agree a transition record
- Share Pupils/language profile
- Provide fast track opportunities and Master classes for Gifted and Talented
- Share/adapt Scheme of work

Embedding Primary Languages in the curriculum & exploiting opportunities

As staff become more aware of Primary Languages teaching methodology, MFL will be increasingly embedded in the curriculum. The MFL coordinator will highlight opportunities in medium term planning and provide the necessary resources. 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.

5. Monitoring

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of MFL displays
- Collection of MFL planning
- Looking at the work in individual books
- Team teaching

6. Special Education Needs

The MFL curriculum aims to provide effective learning opportunities for all pupils and differentiation will be identified in the scheme of work. Each child will be given access to same learning opportunities, resources and equipments appropriate to their individual needs.

7. Gifted Provision

More able pupils are taught in their own class and stretched through differentiated group work, questioning and extra challenges.

More able pupils will be indicated to the secondary school to ensure effective progression.

8. Equal Opportunities

It is important that children at Dothill Primary School do not feel precluded from any part of the MFL Curriculum.

We should:

Focus attention on similarities first then on differences

Children's own experiences of a different language and culture will be celebrated and shared with other children to encourage understanding and tolerance.

9. Support Staff

All will be trained in the use of classroom vocabulary in the target language

10. Links with schools abroad

Plans are being made to form links with schools abroad, Pen Pals projects and e-twinning.