

Modern Foreign Languages Policy

Quinton Primary School



Approved by:

Headmaster: D Skelcher

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Next review due by:

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1) Curriculum Statement

Intent

The 2014 National Curriculum for Modern Foreign Languages (MFL) aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Quinton Primary School, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Children are introduced to French from Year 3 and receive a weekly 30 minute lesson throughout their time in KS2. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content.
- We follow the Twinkl French scheme of work.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences ensure that languages are celebrated throughout the school community whilst providing a context for language learning and developing the children's understanding of different cultures.

2) Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop knowledge about language (KAL) and language learning strategies (LLS) underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF).

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use

puppets and soft toys to demonstrate the foreign language, and also listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

3) Assessment

The children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally.

In addition to this, each half term teachers assess children against set targets, enabling them to see which children are Working Towards, Expected or Greater Depth. Assessment informs planning, with objectives requiring further consolidation being quickly identified, with opportunities for coverage planned for. Progress towards and achievement of these statements is also used to inform end of year reporting on MFL to parents.

4) Planning and Resources

The school has adapted the Twinkl scheme, to provide teachers at all levels of French with plans, to ensure that French is taught with accuracy and confidence. A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff for use with the interactive whiteboards.

5) Organisation

We teach French to all children in KS2. MFL is taught as part of the weekly timetable in lesson durations of 30 minutes. The language is taught by the class teacher which we consider to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning. For example, class instructions can be given in French, beyond the weekly lesson, to develop the children's vocabulary in context. The subject leader is

also responsible for ensuring that lesson plans from the Lightbulb Languages scheme of work are successfully adapted.

6) KS2

In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum. Lessons are taught from the Twinkl scheme. We teach the children to know and understand how 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.

7) Equal Opportunities

At Quinton Primary School, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

8) Inclusion

At Quinton Primary School, we teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

9) Role of the Subject Leader

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in MFL.
- Writes a subject development plan, informed by the whole school development plan.
- Observes and gives feedback to teachers on their teaching of French.

10) Parents

Parents are encouraged to inform the school about the languages they speak and these can then be added to the list of the languages celebrated in school. Parents are always welcome to come and read stories in French and other languages. If they have a particular expertise in languages, we can involve a parent in delivery of lessons/clubs or events.