



Norman Street Primary School

Modern Foreign Languages (MFL) Policy

1 Rationale for Teaching Languages at KS2

- 1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. All ks2 children have the opportunity to learn a modern foreign language. At Norman Street we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6). Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching as an optional subject and will receive teaching as appropriate e.g answering the register in French or learning French songs.
- 1.2 Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- 1.3 **Language learning stimulates children's creativity** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports oracy and literacy** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- 1.5 **Language learning leads to gains across the curriculum** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 **Language learning supports and celebrates the international dimension** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2 Our **aims** of teaching MFL are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

3 Teaching and learning styles and procedures

3.1 At Norman Street Primary School, we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

3.3 The lessons are to be delivered by the class teacher, higher level teaching assistant or PPA cover teacher, with support from the MFL Subject Leader.

3.4 Lessons are based around the Twinkl scheme of work. All year groups plan from this scheme of work to ensure that there is consistency and progress. As the use of technology has developed, children have access to IPADS in lessons and use the Duolingo App. Teaching time is flexible, so the lessons could cover one full hour, five short daily lessons or any combination of lesson length, to enable one full hour of MFL to be taught a week.

Work is recorded in a separate French book which the children use throughout Key Stage 2, this book may be on an iPad and French work will be recorded on iPads when appropriate in line with other subjects within school.

3.5 Lesson Content:

The French lessons are to include:

- a. learning French vocabulary
- b. asking and answering questions
- c. using bilingual dictionaries

- d. teaching of basic French grammar and spelling patterns
- e. playing games and learning songs
- f. using language that has been taught in pole play situations
- g. researching and learning about life in France- iPads are a valuable resource to use and the children now have their own iPad to use as required.
- h. beginning to write phrases and sentences.

4 MFL and Inclusion

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy

5 Assessment for learning

- 5.1 Teachers assess children's work in MFL in various ways. Teachers make judgements on progress as part of every lesson to help them adjust their planning. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work.
- 5.2 At the end of a unit, teachers make a summary judgement about the work of each pupil in relation to the expectations for the key stage. This summary includes judgements on a child's knowledge and understanding of the MFL unit and their practical use spoken language. We use these judgements as the basis for assessing the progress of each child. a summary judgement is made which is then reported it to parents at the end of the year.
- 5.3 The objectives for each year group are recorded on our whole school tracker for Foundation subjects and completed by class teachers. The next teacher then uses these long-term assessments as the planning basis for the new school year. These assessments are found on the school server.

6. Monitoring and Assessment

The subject leader will monitor the teaching of French throughout the year. This will be by dropping in to lessons, monitoring tracking and assessment and conversations with pupils.

7 . Resources

There is a range of resources to support the teaching of MFL across the School. Resources are stored in the resource cupboard and an audit of resources list is available in the French Subject Leader file

to support staff with their teaching. Children have access to the Internet through IPADS to access additional resources.

8. This policy will be reviewed every 3 years.

Karen Hodges- MFL Subject Leader – Reviewed policy: January 2023

Next review in line with school policy review cycle