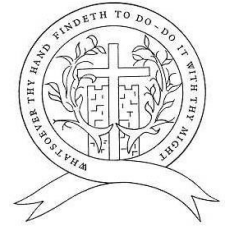


St Matthew's Church of England Primary School

Modern Foreign Languages Policy

Policy written by Angela Snowden
Governor link: WGB



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At St Matthew's Church of England Primary School we aim to demonstrate and promote the love of Jesus Christ to all who come within our walls. It is the firm foundation on which we build the life of the school and it guides all areas of our work. As the children grow in this love, we expect that they will gain respect for themselves, for each other and all of God's creation. At St Matthew's we are committed to equality of opportunity and inclusion.

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1. Introduction

We believe that the learning of a Modern Foreign Language (MFL) provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills of speaking and listening, and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. All Key Stage 2 pupils are entitled to foreign language learning in school time. St Matthew's recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3-6. The focus language taught in our school is French, although we acknowledge the unique, diverse environment of St Matthew's and class teachers are encouraged to introduce children to the wide variety of languages found in our classes.

EYFS, Year 1 and Year 2 will be exposed to other languages through a variety of multilingual books linked to their topics. In the summer term Year 2 will have the opportunity to follow a story sack planned unit. Everyone will be use the 'Enrichment Sheet' to log any cultural awareness of other languages and cultures encountered in their day to day activities.

2. Aims and Objectives

The aims and objectives of learning a foreign language in our School are to:

- foster an interest in learning other languages;
- introduce the children to another language in a way that is enjoyable and fun;
- develop an appreciation of the diversity of languages;
- add an international dimension to pupils' learning;
- help children develop their awareness of cultural differences in other countries;
- develop speaking and listening skills;
- understand and communicate in a new language;
- lay the foundations for future study and transition to high school.

2.1 Speaking and Listening

The children will learn to:

- 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.

2.2 Reading and Writing

The children will learn 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.

2.3 Intercultural Understanding

The children will learn to:

- 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.

3. The Curriculum

As designated in the National Curriculum children are taught a foreign language in Key Stage 2. The children receive a minimum of a 30 minute practical session weekly from a language teacher. Followed by 5 minute blocks of learning recaps / learning parcels.

In these learning parcels / learning recaps, the children will have the opportunities to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words and phrases;
- interpret meaning;
- understand basic grammar;
- work in pairs and groups to communicate in a modern foreign language;
- gain an insight into life in another culture.

4. Teaching and Learning

At St Matthew's we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. ICT is used to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

4.1 Languages Lessons

Although MFL cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with a language teacher.

4.2 Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

4.3 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers are encouraged to use the foreign language to give simple classroom instructions ('sit down'; 'listen'; 'look'), to ask questions ('how are you?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. The foreign language may also be used in school assemblies.

Language Ambassadors are chosen in each Key Stage 2 class and are used to practice the language learnt within the main practical lesson, practice everyday vocabulary such as the date and weather and play the French song of the half term.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

4.4 Intercultural understanding

MFL provides a basis for teaching and learning about other cultures and this is incorporated into many areas of the curriculum including PSHE, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

5. Inclusion

MFL teaching at St Matthew's is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has shown that such children can derive particular benefit from taking part in MFL learning activities in which they may be less disadvantaged than in other areas of the curriculum.

MFL learning activities are 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 as well as challenges set for those exceeding within lessons. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

6. Monitoring Progress and Assessing Attainment

Opportunities to monitor the children's progress in MFL are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product within lessons. For reporting purposes, pupils' attainments in listening, speaking, reading and writing are assessed based on the Linguamarque descriptions and on individual pupils recording sheets. Once a term, progress is reported to the MFL co-ordinator on the 'Assessment Spreadsheet'. Children keep their own records of achievement using their Language Portfolio.

7. Roles and Responsibilities

The MFL Subject Co-ordinator will:

- manage the implementation of the school policy, updating the policy and scheme of work on a regular basis and in line with new initiatives;
- order, update and allocate resources;
- liaise with the supporting high school and ensure all staff know of the arrangements for teaching the modern foreign language;
- keep abreast of new developments and communicate these 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;
- assess the progress of pupils in line with the School's Assessment Policy
- identify gifted and talented children who may require extra support;
- keep Governors informed of recent and current developments.

Class teachers will:

- facilitate the learning of a modern foreign language;
- use the scheme of work as a guide to teaching and learning French;
- identify gifted and talented children who may require extra support;
- liaise with colleagues within their key stage/year group;
- provide feedback to the MFL Subject Co-ordinator indicating resources and training needs;
- support the Languages teacher and identify other opportunities for the teaching of the modern foreign language;
- assess the children within lessons using the 'Individual Assessment Sheets' and feedback the assessment data, termly, to the MFL Co-ordinator.