

Mere School

Modern Foreign Languages (MFL) Policy

Curriculum Statement Intent

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Mere 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. Language teaching 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.

Aims

The 2014 National Curriculum for Modern Foreign Languages 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.

At Mere School we:

- 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.
- develop speaking, listening, reading and writing skills.

Impact

- our MFL curriculum ensures that children develop their knowledge of where different languages are spoken in the world and understand the value and purpose in learning a new language. Children build confidence in both oral and written language skills.

Implementation

The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3. Children are introduced to French from EYFS and receive a weekly timetabled 30 minute lesson, throughout their time in EYFS, KS1 and Lower 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. In Upper KS2, each class has a timetabled French lesson of at least 30 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing. Children learn how to:

- listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- 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 using phonics sounds and actions
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate songs, stories, poems and rhymes in French.
- 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.

At Mere School 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 and language learning strategies underpin the three core strands. 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 invite native speakers into the classroom and 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. Listening and reading are 'receptive skills' and are taught first. We then teach the 'productive skills' of speaking and writing. 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 help 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.

Inclusion

At Mere School, all children are actively encouraged to participate fully in MFL lessons, with support if necessary. 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.

Assessment

The children are assessed continually throughout the year, with the teacher giving feedback orally. This process is supported by the end of KS2 statements in the National Curriculum 2014. Effort and achievement is recorded in end of year pupil reports. Each class has an evidence book where photographs and/or work is kept and children are encouraged to use this book to review their progress on a regular basis - this system ensures that assessment informs planning, with objectives requiring further consolidation being quickly identified.

Equal Opportunities

At Mere 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. Teaching MFL is a vital way to enhance pupils' perceptions and to promote positive attitudes towards cultural diversity.

Role of the Subject Leader

The subject leader is responsible for the coordination, planning, delivery and review of the MFL curriculum as well as regularly assessing all pupils and providing an end of year effort/achievement report.

Parents

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise new vocabulary and discuss reasons for learning a new language as well as encouraging an understanding of cultural differences. At the end of the lesson children are given a small activity or colouring that they can complete at home in order to consolidate what they have been learning in class.

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