

Modern Foreign Languages Policy

Hillside Community First School

Adopted date:	Spring 2017
Signature of Headteacher:	Jeremy Harrison
Signature of Governing body:	Sandra Grove
Next review date	Spring 2020

Hillside First School - Policy for Modern Foreign Languages

"Learning a language enriches the curriculum. It provides 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 can 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."

KS2 Framework for Languages (DfES 2005), Part 2, page 4.

Introduction:

At Hillside First School we believe that learning of a foreign language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including the key skills of speaking & 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.

We aim to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language & creativity experimenting with it;
- support oracy & literacy, and develop speaking & listening skills;
- help children develop awareness of cultural similarities & differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching & learning;
- give an extra dimension to teaching & learning across the curriculum.

Teaching & Learning of MFL at Hillside First School

At Hillside First School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages through different lessons and daily routines, such as registers.

We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language.

Lessons use known and new stories and rhymes which link to pupils' current experience and also support their confidence of immersion in a foreign-language text.

ICT is used to enhance teaching and learning regularly, e.g. with interactive games and websites.

There are three main contexts in which language teaching & learning take place:

1. Languages Lessons

Although MFL cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly, dedicated lesson with the class teacher or year-group partner-teacher.

This happens throughout the year in key stage 2 and during the summer term in year 2.

Lesson content is reinforced through regular French story and song assemblies.

During language lessons children will learn specific skills, knowledge and understanding of....

Speaking & Listening where they will learn to:

- listen to & recognise sounds which are similar or different from English;
- understand & respond with growing competence, accuracy and confidence in varied situations;
- join in with songs, rhymes, raps and stories which enable them to practise the sounds of the language in enjoyable and non-threatening situations;

- participate in conversations at an appropriate level, reacting to instructions & questions, and expressing opinions & feelings;
- memorise & recite short texts, and prepare to give a talk on a familiar subject confidently, considering the intended audience.

Reading & Writing where they will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught & reinforced through word games and similar activities;
- read stories & rhymes for pleasure and to gain awareness of the written language's structure;
- read, copy & write independently familiar words and simple phrases in context; e.g. classroom items, display labels, weather chart and dates;
- write sentences and short texts independently, from memory and through extensive dictionary work.

Intercultural Understanding where they will learn to:

- describe the life of children in countries where French and other languages are spoken;
- identify similarities & differences in social situations, traditional stories & celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become part of the daily life of others;
- understand the dangers of stereotyping, and understand & respect cultural diversity.

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. E.g. instructions for warm-ups may be given in French during PE; children may count in French during mental-oral sessions; children use French books and dictionaries to practise alphabetical skills and skimming & scanning in Guided Reading and singing happy birthday in French on pupils' birthdays. These activities reinforce the vocabulary & structures learned in lessons.

3. 'Incidental' Language

Languages are a growing part of the day-to-day life of our school. For example, teachers use French to give simple classroom instructions (e.g. line up / listen' /look), to ask questions (who wants to start? / What's today's date?) and to take the register, lead some Assemblies and Sing-Up sessions. Children are encouraged to respond in French, and new language skills are often developed through this informal use of language, teachers acting as role models in the learning process and looking up new unknown phrases as needed.

This integrated approach supports formal MFL teaching & learning, giving children opportunities to use & develop their language and to communicate in comfortable, real-life contexts.

Intercultural Understanding

At Hillside, MFL provides an ideal basis for teaching & learning about other cultures, and this is incorporated into many areas of the curriculum, including PSHE (Jigsaw), Science, English, Maths, Geography, RE, D&T, Music, Art & Dance. Where possible, topics across the curriculum include information on aspects of countries where ideas are used or from where they have originated.

Inclusion

MFL teaching at Hillside First School is fully inclusive. No child is excluded because of learning difficulties or EAL, especially as children with special educational needs can often derive

particular benefit from participating in MFL activities, where they are often less disadvantaged (and so feel more personal success) than in other areas of the curriculum.

Language learning activities are planned to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of different children and groups. Paired & group-work is regularly used for collaborative activities and to foster communication and enthusiasm.

Planning & Resources

At Hillside, MFL is planned following the guidelines in the KS2 Framework for Languages (DfES 2005) and supported by use of the "Catherine Cheater" and "Tout Le Monde" Schemes of Work, which ensures continuity and progression in both skills and content across the year groups. Teachers share ideas for activities, resources and special events. Resources, such as fiction & non-fiction books, flash-cards, CDs, DVDs, computer software, online resources and languages role-play support-props are available for use throughout the school. The MFL subject-leader organises and updates these resources regularly, ensuring they are available when needed.

Staff development

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through local "Teachers-Talking-French" courses, in-school training or 1-1 support discussions with the SL when needed and local network workshops. The MFL subject-leader identifies school needs and supports the CPD Leader to co-ordinate professional development opportunities for MFL.

Monitoring Progress & Assessing Attainment

Opportunities to monitor the children's progress in MFL are built into our termly assessment cycles. Most assessment is formative and is used to support further teaching & learning, and to inform future planning. Assessments are based on observation of children working on different oral, written and dramatic activities. For reporting purposes, pupils have comments written based on their achievements in speaking & listening, reading & writing and intercultural understanding. Teachers record progress using the can-do statements from the Catherine Cheater SOW and also consider children's attainments to the levels from the 'Languages Ladder' descriptions, which are used for reporting to parents. Children keep records of their language learning using a range of written, pictorial and video evidence.

Links Outside School

MFL gives us many opportunities for making links outside school. Children are encouraged to share their experiences of visiting or living in other countries, and we have some visitors who are able to talk about life in another country, not only countries where French is spoken. We make full use of the Internet, to find out about life in other countries and are working on developing links with a partner school abroad for email-buddies and other activities. Every year, we run a French Day in which all children in years 2 to 4 take part. Sometimes pupils from Emmanuel Middle School support the activities as 'visiting language-leaders' for the day. The year 4s often then run the sessions for the year 2s and may also, dependent on timetabling, run sessions for pupils from other first schools.

This policy has been drawn up after staff discussion and approved by the Governing Body.

Date: 01.2017

Date for Review: