

St. Michael's Church of England (VA) Junior School



POLICY: MODERN FOREIGN LANGUAGES (MFL)

1. Introduction

- 1.1 In our school, we teach a foreign language to all KS2 children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

2. Aims and Objectives

- 2.1 The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages
- to introduce young children to another language in a way that is enjoyable and fun
- to make young children aware that language has structure, and that the structure differs from one language to another
- to help children develop their awareness of cultural difference in other countries
- to develop their speaking and listening skills
- to lay the foundations for future study

3. Organisation

- 3.1 We teach a foreign language to children in Years 3 to 6 for 45 minutes every two weeks. A subject specialist usually teaches the foreign language.

4. The Curriculum

- 4.1 Spanish is the modern foreign language that we teach in our school.

- 4.2 The curriculum that we follow is based on the guidance given in the revised National Curriculum. We teach the children to know and understand how to:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and 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.
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Pupils should be taught to:

- ♣ listen attentively to spoken language and show understanding by joining in and responding
- ♣ 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
- ♣ present ideas and information orally to a range of audiences
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ 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 Languages – key stage 2
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

5. Teaching and Learning Style

- 5.1 The focus of study in modern foreign languages will be on practical communication. We base the teaching on the guidance material for modern foreign languages and have adapted a curriculum overview to match the context of our school and the abilities of our children.
- 5.2 We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We often invite native speakers into the classroom in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills, but also introduce the pupils to the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. 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 constant praise for any contribution they make in the foreign language, however tentative.

6. Inclusion

- 6.1 At our school, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the learning objectives in the form of + = or – allows us to consider each child's attainment and progress against the expectations of the module.
- 6.2 We enable pupils to have access to full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a modern foreign language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment

- 7.1 We assess the children's starting points in order to ensure that they make good progress in this subject. We do this informally during the lessons through observation of their understanding of spoken and written language and their ability to reproduce appropriate language themselves, as well as at the start of the term against the Curriculum overview.

8. Reporting to Parents

- 8.1 Formal reports will be made as part of the annual reporting process to parents in the Summer Term.

9. Monitoring and Review

- 9.1 We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. This is done through lesson observation, pupil discussions and work sampling. In addition, because the language teaching is organised by an external provider, we also hold regular review meetings. The Headteacher reports to the Governing Body on the progress of children in Spanish in the same way as in any other subject. The Governors' Curriculum Committee has the responsibility of monitoring the success of the teaching in Spanish.
- 9.2 The Headteacher also liaises with the local secondary schools so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.