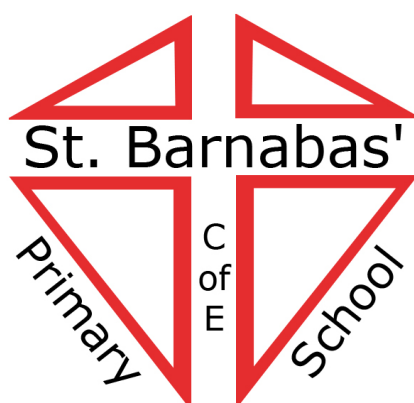


Heaton St. Barnabas' CE (VA) Primary School

Policy For



Modern Foreign Languages

This policy was approved by Curriculum Committee

On: 19th March 2019

Signed.....

Position: Chair of Curriculum Committee

This policy will be reviewed in Spring 2021

Heaton St Barnabas' CE Primary School Modern Foreign Languages Policy

The contribution of Modern Foreign Languages (MFL) to the Primary Curriculum:

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English. Learning another language 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. As pupils begin to understand and appreciate different cultures, people and communities, they too begin to think of themselves as citizens of the world as well as of the United Kingdom. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

AIMS

The aims of MFL teaching are that children will:

- 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
- be able to 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 target language
- make **substantial** progress in one language by the end of Key Stage 2.

OBJECTIVES

Children will 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
- 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.

ATTAINMENT

By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum Languages programme of study.

ORGANISATION

The Modern Foreign Languages taught at Heaton St Barnabas CE Primary School are French and Spanish. We are gradually phasing out French and now in Year 3 children only learn Spanish within curriculum time. They are delivered by teachers employed within the school who have particular interests and skills in MFL. In Year 3 class teachers deliver the Spanish and are supported in delivery of this by the MFL lead.

French and Spanish are taught in curriculum time from Year 3 – Year 6. In Year 3, children are taught Spanish and follow this language through to Year 6. Children in Years 4 and 5 are taught either French or Spanish within their class group. In Year 6 children are taught either French or Spanish in mixed groups across the year group. Children are taught in mixed ability classes in their own year group. Lessons are weekly and are 45 minutes long.

Elementary Spanish is taught in Key Stage 1 where timetabling and teacher availability allows.

CURRICULUM

The curriculum delivers the National Curriculum Languages Programme of Study through use of the Primary French/Spanish schemes of work from Monkseaton College, along with supplementary materials from other schemes. For a summary of topic coverage, see Appendix A.

METHODOLOGY

Teaching methodology draws on the approaches, strategies and techniques of the earlier Key Stage 2 Framework for Languages (see S:\MFL\KS2 Framework for Foreign Languages). It is based on 5 strands:

- Oracy
- Literacy
- Intercultural Understanding
- Knowledge about Language, and
- Language Learning Strategy.

Primary teachers use a variety of techniques, including games, mimes, action songs and role play, to encourage the children to engage in an active way with the target language. There is a stronger emphasis on Speaking and Listening in the earlier years of language learning. Teachers use games and visual prompts wherever possible to present new vocabulary and communicate meaning, minimising the need

for direct translation. They use a graded approach to introduce vocabulary (e.g. listen several times; listen and repeat, using different voices and rhythms etc; yes-no answers; only repeat if correct; multiple choice answers; guessing games and, finally, the closed questions of the "Qu'est-ce que c'est?" type).

A multi-sensory and kinaesthetic approach to teaching is used i.e. a physical element is introduced into some games, rhymes and songs as this serves to reinforce memory. Teachers share language learning strategies with their pupils and frequently engage in discussions about how the target language works. They try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Languages. Children's confidence is built through praise for any contribution they make, however tentative.

ASSESSMENT

Teachers assess children's progress informally during sessions, evaluating progress against the 5 strands of learning outlined in the Key Stage 2 Framework for Languages (see **Methodology** above) and the MFL assessment criteria agreed by the school's Head Teacher and Governors.

TRANSITION

Where possible, links are made with the main Secondary schools to which our pupils progress, in order to provide transition data and to promote continuity of learning for children into Key Stage 3.

MONITORING AND REVIEW

Delivery of MFL is reviewed on a 2-year rolling programme. The MFL subject leader monitors planning and topic/content coverage and collects evidence of pupil attainment on a termly basis. The Head Teacher reports to the governors on progress in teaching and learning.

RESOURCES

Resources available for MFL teachers in school include:

- The Monkseaton scheme of work (on Staff Shared S:\ drive)
- DVDs (e.g. Early Start), CDs, resource books, storybooks (in 'Science' cupboard)
- Existing primary classroom resources (shapes, letters, multilink, cubes, dice etc)
- MFL resources on Twinkl via the school's annual subscription

Appendix A

Modern Foreign Languages – curriculum coverage 2016/2018

Year 3:

- Greetings & introducing yourself
- Numbers (1-20)
- Age
- Colours
- Classroom objects and classroom commands
- The Family (naming members; 'I have')
- Days of the Week, Months, Dates (not necessarily taught consecutively)

Year 4:

- Revising and consolidating Year 3
- Numbers (20 – 100)
- Birthdays
- Pets
- Time (o'clock and half past; extend to quarter to/past)
- The Body (naming parts of; 'I have')
- Food (general)

Year 5:

- Revising and consolidating Year 4
- Numbers (100 – 1000)
- The Body (describing oneself; noun-adjective agreement)
- Food (cultural aspects; expressing preferences)
- Homes (describing; using 'there is/there are')
- School subjects (inc. expressing 'I like/don't like', 'I prefer', 'I like...but..')

Year 6:

- Revising and consolidating Year 5
- Numbers (100 – 1000)
- Daily routines (reflexive verbs, expressing time)
- Sports and hobbies (inc. expressing preferences)
- Transport (modes of travelling)
- Directions (straight on, left, right, in front of, etc.)

Key grammar:

- Present tense verb/subject agreement (regular and key irregular verbs)
- Definite/indefinite articles (masculine/feminine; singular/plural)
- Noun/adjective agreement (masculine/feminine; singular/plural)
- Using and recognising key irregular verbs 'to be', 'to have', 'to go', to make/do; awareness of reflexive verbs
- Common conjunctions, to extend sentences.