



Hagley Primary School

MFL Policy

Date: June 2018

Date of review: July 2019

Responsible member of staff:

Signature:

(Chair of governors)

Signature:

(Head Teacher)

Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It will form the basis for the development of MFL in the school over the next four years. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the **Scheme of Work** for MFL, which give details of what pupils in each age group will cover. This policy was developed in the Summer Term 2010, by the previous MFL coordinator. It was formally adopted on 29th March 2011 and was revised on 26th March 2013. It has now been updated by the present MFL Coordinator in May 2017.

The Contribution of M.F.L. to the Primary School Curriculum

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. It prepares them to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace.

The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. 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 similarities and differences between foreign languages 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. 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 and Objectives

Aims

- To teach children to listen to, speak, read and write a Modern Foreign Language, being mainly French;
- To develop their speaking and listening skills;
- To develop communication skills and confidence, within an appropriate and meaningful context;
- To introduce young children to another language in a way that is enjoyable and fun;
- To develop cooperation by a variety of approaches: pair work, group work and role play;
- To foster an interest in learning other languages;
- To develop a social and cultural awareness which creates favourable attitudes towards other countries and broadens horizons;
- To give children an insight into their own language and culture;
- To stimulate and encourage children's curiosity about language;
- To encourage children to be aware that language has structure and that the structure differs from one language to another;
- To develop in the pupils' skills and strategies which will support their future language needs.

Objectives

The Learning Objectives comprise three core strands of teaching and learning over the four years of KS2:

- Oracy
- Literacy
- Intercultural understanding
- In addition, two cross-cutting strands are included:
- Knowledge about language
- Language learning strategies

These are of value in themselves as important tools for learning, providing a basis for children's future development as language learners.

Children are taught how to:

- Communicate in French;
- Listen attentively, understand classroom commands and language presented to them;
- Actively participate in oral work;
- Build up a useful vocabulary;
- Memorise words;
- Use correct pronunciation and grammar;
- Express themselves clearly and with confidence;
- Interpret meaning;
- Experience success and enjoyment;
- Develop social skills;
- Look at life in another culture.

Organisation

In Hagley Primary School, MFL is taught to children in Key Stage 2 by a specialist Modern Foreign linguist. All year groups, apart from Year 3, in KS2 have an allocated 2 x 60 minutes every 3 weeks. In Year 3, children have a 1 x 40 minute lesson every 3 weeks during the Autumn and Spring terms, due to swimming lessons taking place. During the Summer term children have a 1 x 60 minute and a 1 x 80 minute lessons every 3 weeks. Class teachers and the specialist Music Teacher support the learning in a cross curricular way, for example registers are sometimes taken in a Modern Foreign Language. Classrooms have key vocabulary displayed. French is mainly taught to ensure progression and skills development, but other languages are taught in KS1 and KS2 on suitable occasions, to ensure that the linguistic expertise of all staff is used.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources.

Children with other languages at home are encouraged to use them for educational benefit. Efforts are made to ensure that languages used at home are highlighted in the classroom.

Groupings for MFL generally follow the same pattern as for all lessons and children normally work with their learning partners. However, it is appropriate to plan to have peer tutors for some lessons, where the objectives also enable the more able linguists to learn by specifically teaching.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognizes the motivational advantages of the use of MFL by children with special educational needs. Work may be differentiated by task/outcome and/or extra help sheets may be provided.

Curriculum Management

The subject co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy
- By updating the policy and scheme of work
- By ordering/updating/allocating resources
- By ensuring that there is continuity between year groups and that progression is taking place
- By attending appropriate courses to update knowledge of current developments and by keeping links with the Advisory Team for MFL
- By contributing to the School Development Plan on an annual basis
- By liaising with feeder schools

The Curriculum

The curriculum has been written in line with the Languages programmes of study, Key Stage 2 (National Curriculum in England) and with the Key Stage 2 Framework for Languages, in which teachers are given the freedom to be creative and innovative. It is hoped that the course content is stimulating, enjoyable and challenging, reflecting the children's increasing maturity and offering them inspiration to communicate and use the language creatively and imaginatively. The topics deal with topics of real interest and relevance, enabling the children to understand and communicate ideas, facts and feelings in speech and writing, focused familiar and routine matters. They will use their knowledge of phonology, grammatical structures and vocabulary.

Appendix 1 contains the latest version of the scheme of work. This is continually updated by the MFL co-ordinator in conjunction with other local primary schools and Haybridge High School.

Teaching and Learning Styles

A common scheme of work was written in 2016 and put into practice this year (2017). This has been co-written by teachers who form a pyramid team of feeder schools* to Haybridge High School. The Head of Department for Modern Foreign Languages at Haybridge liaised closely with the team writing the scheme to ensure that it would lead to progression/continuity at KS3.

A variety of techniques are used to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs. Flashcards and mime together with interactive white board are used to present new vocabulary, as this serves to demonstrate the language without the need for translation.

Listening, responding and speaking skills are emphasized initially, and then simple reading and writing skills, becoming more advanced throughout the Key Stage.

A multi-sensory** and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Lessons are made as enjoyable as possible so that the children develop a positive attitude to the learning of a foreign language. Children's confidence is built through praise for any contribution they make, however tentative.

During MFL sessions, children are given the opportunity to work as a class, as part of a group, in pairs, and as individuals. The choice of class organisation is determined by the learning task.

*Blakedown, Clent, St. Kenelm's, Belbroughton and Hagley Primary Schools.

**Multi-sensory Learning = We remember -
20% of what we read
30% of what we hear
40% of what we see
50% of what we say
60% of what we do
90% of what we see, hear, say and do! (SENSS PUBLICATIONS)

Progression

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. For example,

single nouns and adjectives	stylo/rouge	pen/red
nouns with appropriate adjective	un/des stylo(s) rouge(s)	a/some red pen(s)
verbs in the first person	j'ai un stylo	I have a pen
verbs in the third person	il/elle a un stylo	he/she has a pen
verbs with nouns and adjectives	il/elle a un stylo rouge	he/she has a red pen

The children are gradually asked to respond to longer pieces of French. Only oral French is presented at first, with oral responses required. When the children begin to show an interest in the written word, text will be introduced in the form of labels and shared reading. Copy writing is then introduced, gradually building from words to sentences, with models to follow. Children respond very well to 'chilli' challenges. These encourage children to use structures/vocabulary taught in order to work independently adapting the language to create something new. For example having taught Y6 items of clothing and colours, some children are able to apply this knowledge to describe their full uniform ensuring that correct indefinite articles (un/une/des) are used as well as the correct adjective endings (vert/verts/verte/vertes) and conjunctions. The children are enthusiastic and motivated at Hagley and it is very rewarding to see the children using their growth mindset goals to push themselves to move their learning on.

Assessment

Most assessment is conducted by way of oral work in class and written work. Through regular marking, progress can be monitored and any sticking points can be quickly addressed, in order to move children out of 'the learning pit' to achieve the success that they strive.

Assessment is largely formative and is used to support teaching and learning and inform future planning. This is largely done in upper KS2 at the end of topics to assess summative understanding of the topic and the development of language skills.

Assessments help to identify all children's next steps to learning but in particular those gifted linguists and those requiring additional support. Progress is evaluated regularly against the four national Attainment Targets of:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing.

Towards the end of Year 6 children produce a piece of written work that is common across the Pyramid of schools. This is a guided piece, that allows staff to gain an insight into the ability of children in French as they make the transition to High School.

Monitoring

Monitoring is carried out by the Head Teacher, members of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff/children allowing for an overview to be gained into the understanding, enjoyment and enthusiasm for the subject.
- Pupil voice. Surveys/Interviews provide essential/honest and regular feedback informing future planning/teaching.
- Children's class books. Coverage of Scheme or Work should be evident as well as, development/progress in the skills of listening, speaking, reading and writing. Adherence to the school's marking policy is observed. Children have a positive view on marking. They are now very good at seeing their 'pink think' corrections constructively and automatically 'purple polish'. This is really helpful in moving learning on.
- Classroom observation. This provides regular feedback on teaching. Senior management take an interest in the teaching of Modern Foreign Languages and encourage the children in their learning; regularly using this opportunity to converse with them and acknowledge their achievements.
- Key Skills are continually being monitored with progress being noted and regularly updated on the School's Shared Area. Progress over the academic year can be observed by comparing progress entered at the end of each term. This provides very clear information on children's progress and provides essential information regarding gaps in learning.

Resources for M.F.L

	Boardworks for KS2 Interactive Computer software package
	'Chantez Plus Fort' songbook and CDs
	'Singing French' songbook and cd
'Passe-Partout'	Pupil's Textbook x60 Teacher's book x2 Flashcards Set of Tapes x2 Copy master Book
	Set of 30 Collins French/ English English/French dictionaries for pupil use
'Cable Education' photocopiable packs	The Weather Home Hometown Finding the Way Freetime

	Self, Family, & Friends
Interactive CDs:	Pilote 'Moi' [1] 'Mon Ecole' [2] 'Dix Jeux Français'
'Developing French' photocopiable language activities	A & C Black Livre Un Livre Deux Livre Trois
Posters for classroom:	Les Heures Les Nombres C'est Quelle Jour? Les Couleurs
French books :	'Quelle heure est-il Monsieur Le Loup?' 'Je m'habille et je te croque !' Bénédicte Guettier (2) 'La Boite de Pandore' 'Marchant a travers la jungle' Debbie Harter 'La Petite Poule Rouge et les Grains de Ble' L.R. Hen 'Aboie, Georges !' Jules Feiffer 'La Chasse a l'ours' Michael Rosen, Helen Oxenbury 'Bebes Chouettes' Martin Waddell, Patrick Benson 'Les Saisons avec Uki' Claudia Bielinsky 'Linnea in Monet's Garden' 'Toutes les Couleurs' Alex Sanders 'Va-t'en, Grand Monstre Vert !' Ed Emberley 'La Chenille qui fait des trous' Eric Carle with caterpillar and butterfly hand puppets
Les Couleurs	coloured beanbags 6 x cubes
Stickers:	Assorted
	Hitachi Cd/Tape player/Radio
French Festivals and Traditions	Activities and Teaching Ideas for Primary Schools Nicolette Hannam and Michelle Williams
	Set of 24 French readers with progression and supporting cd
	Euros, wallet, café menus and waiter notepad for rôle play
	Body tabard + labels

Evaluation/review

There is an annual review of this policy by the MFL coordinator. A major review will take place every four years.

MFL Scheme of Work Overview

Progression Year by Year

Cross themes:

Classroom commands, storytelling, cultural events, theme days, displays, assemblies

Y3		Expected outcomes speaking and writing
Half term	Learning focus	Words & familiar phrases
Autumn 1	Greetings + Family	Basic words & familiar phrases
Autumn 2	Alphabet	Give your name & spell it out
Spring 1	Numbers 1-20	Understand & apply numbers out of sequence + Euros
Spring 2	Colours	Vocabulary building + sound spelling link
Summer 1	The Body	Introducing gender + start of phrases
Summer 2	Days and months	Structure for dates,
Cross themes	Use of language in different contexts	Cultural development – use of language outside lessons- knowledge of a story

Cross themes:

Classroom commands, storytelling, cultural events, theme days, displays, assemblies

Y4		Expected outcomes speaking and writing
Half term	Learning focus	Build a phrase
Autumn 1	Numbers 20-31 birthdays	Further numbers birthday question and answer
Autumn 2	Food	I like ...
Spring 1	Likes / dislikes sports and hobbies	Building a phrase: I like/ I don't like/ I love/I hate
Spring 2	Animals	Building a phrase + linking phrases
Summer 1	Transport countries +	Building a more detailed phrase - country + transport
Summer 2	Weather and clothes	
Cross themes	Use of language in different contexts	Cultural development – use of language outside lessons- knowledge of a story

Cross themes:

Classroom commands, storytelling, cultural events, theme days, displays, assemblies

Y5		Expected outcomes speaking and writing
Half term	Learning focus	Linking 2 or 3 phrases
Autumn 1	Family	Preferences.
Autumn 2	Clothes	New verb + putting phrases together
Spring 1	Body	New verbs+ prepositions + short sequence
Spring 2	In town + 32-60	New verbs+ prepositions = structure of language
Summer 1	weather	Linking several phrases = a short presentation
Summer 2	flexible	Complete and consolidate
Cross themes	Use of language in different contexts	Cultural development – use of language outside lessons- knowledge of a story

Cross themes:

Classroom commands, storytelling, cultural events, theme days, displays, assemblies

Y6		Expected outcomes speaking and writing
Half term	Learning focus	Linking and expanding phrases > short paragraph
Autumn 1	School	Linking several phrases = a short presentation/paragraph from a model
Autumn 2	Time & preferences	Building more complex phrases using different verbs
Spring 1	Numbers 60-100 shopping	Complex number patterns + Euros Conversation sequence/script
Spring 2	Likes / dislikes leisure time	Extended language - building a short paragraph Giving preferences and opinions
Summer 1	Eating out.	Extended language - building a short role play Ordering
Summer 2	flexible	Complete and consolidate
Cross themes	Use of language in different contexts	Cultural development - use of language outside lessons- knowledge of a story