

LANGMOOR PRIMARY SCHOOL

POLICY FOR MODERN FOREIGN LANGUAGES (MFL)

All Key Stage 2 pupils have an entitlement to learn a modern foreign language as part of the school curriculum. At Langmoor we have extended our language curriculum in order to teach French to all children from Year 2 (in the summer term) through to Year 6. Although the focus of our language teaching is French, pupils will develop life-long language learning skills that are applicable to any foreign language.

AIMS AND OBJECTIVES

The aims of teaching French at Langmoor are:

- to foster an interest in language learning by introducing children to language early in their school life;
- to help children develop their awareness of cultural similarities and differences;
- to support oracy and literacy and develop speaking and listening skills;
- to enrich learning across the curriculum.

THE LANGUAGE CURRICULUM

Langmoor's French curriculum has been developed in line with the National Curriculum for Modern Foreign Languages and inline with Target Tracker objectives to cover the these main areas of the framework:-

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
 - recognize and mistrust stereotypes, and understand and respect cultural diversity.

Target Tracker objectives For end of Year 6

Listening	Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard	Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar		
Speaking	Engage in longer conversations, asking for clarification when necessary	Create sentences using knowledge of basic sentence structure		
Reading	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation			
Writing	Attempt to read a range of texts independently, using different strategies to make meaning	Write a range of phrases and sentences from memory and adapt them to write own sentences on a similar topic	Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions	Begin to use some adverbs
Grammar	Know how to conjugate a range of high frequency verbs	Understand how to use adverbs in sentences		

TEACHING AND LEARNING

There are two main contexts in which language teaching is delivered to pupils.

1. Dedicated Language Lessons

Children are taught specific skills, concepts and vocabulary in weekly lessons with either their class teacher (KS1) or the subject leader (KS2) who is a language specialist. In years 2 children have one 45 minute lesson per week in the summer term.

In year 3 & 5 children have one 45-60 minute lesson per week (alternated weekly with music lessons).

In year 4 children have one 45-60 minute lesson per week.

In year 6 pupils have French blocks each term (to accommodate for SAT preparation), a 5 hours in total per block (with 3 blocks being taught over the year).

2. Links to other curriculum areas

Whenever possible, links are made between French language and culture and other areas of the curriculum. For example, when learning about World War 2 in History children study France's role in the war. The works of French artists are used to inspire creative work in Art and Design.

In addition to planned curriculum links, class teachers also provide pupils with opportunities to practice their language skills during short, informal activities such as classroom games and warm-up sessions in PE.

INTERCULTURAL UNDERSTANDING

Learning another language provides a basis for learning about and appreciating other cultures. It gives children with English as a second language, opportunities to share their experience of language in a relaxed and supportive environment. Although French is the main language taught in lessons, words and phrases from other languages are included whenever possible. French culture and traditions are compared with all other cultures and traditions that the children have experienced. All pupils will have the opportunity to write to French children as part of the curriculum.

INCLUSION

Language learning at Langmoor is fully inclusive. No child is excluded by reason of learning or physical difficulties or because English is not their first language. Children with languages other than English often have more advanced language skills. They develop confidence through sharing their knowledge of language with other pupils. Most of the French curriculum is based on oral language work therefore children with difficulties in Literacy are able to progress just as quickly as other pupils. Activities are differentiated to meet the needs of individual children and support is provided when appropriate.

PLANNING AND RESOURCES

The French Curriculum is planned by the subject leader in line with the guidelines set out in the Framework for Languages (2014). Target tracker is used for year group for planning and assessment. The whole school use Rigalo 1 & 2 package for teaching and planning. Other resources used include story and song CDs and DVDs, non-fiction and fiction books, games, posters and authentic French artifacts.

MONITORING PROGRESS AND ASSESSING ATTAINMENT

Opportunities for children to monitor their own progress in French are built into the program of study. Teacher assessments are based on observations of the child's oral language skills and their ability to achieve lesson objectives. These assessments are used to support teaching and learning and inform future planning. They are also used to identify gifted linguists and those requiring extra support.

If any written MFL work is produced, it is marked in line with the school policy on marking. School reports show the child's achievements in relation to the Framework for Modern Language's learning objectives for each age-group.

STAFF DEVELOPMENT

The French Coordinator attends subject leader meetings and regular training sessions to support her work in school. New developments and ideas for developing language skills are shared with all staff during staff meetings or on staff training days.

STAFF MONITORING

Staff monitoring is carried out by the Head Teacher, senior management or the subject leader and is carried out in the following ways;

- Classroom observation;
- Examination of planning;
- Work sampling;
- Informal discussion with pupils;
- Observation of displays.

SUBJECT DEVELOPMENT

The subject leader develops and co-ordinates links with schools in France in order to develop the children's cultural awareness and enrich their language experience. Langmoor is committed to developing pupils' understanding and appreciation of other cultures in all areas of the curriculum. Whole school 'language days' are also celebrated.

Kim Mayer-Gibb
MFL Co-ordinator.

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