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TRIMLEY ST.
MARTIN

Modern Foreign Language
Policy

Spring Term 2019

Rationale/The contribution of MFL to the Primary School curriculum

As part of a new primary National Curriculum, which took effect from September 2014, learning a foreign language has become a requirement for children within KS2. 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 a modern foreign 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 the cultures 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.

Learning Aims

In accordance with the national curriculum for languages, we aim to ensure that all pupils:

- 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.

Teaching of MFL in our school

The chosen MFL at Trimley St Martin is French. This is taught to children in Key Stage 2. In Years 3 and 4, the children have a weekly 30-minute lesson with their class teacher. In Years 5 and 6, the children also have a 30-minute lesson, but are taught in smaller groups (of 15).

In addition to the discrete subject time allocation, other language learning is done more informally and incidentally through using it for real purposes e.g. taking the register, classroom commands, celebrating achievements.

Subject content

The focus of study is on practical communication. 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
- 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.

The scheme of work

The School follows the Rigolo scheme of work which provides both medium term plans and individual session plans. In Years 3 and 4 the children cover the units within Rigolo 1, before moving on to Rigolo 2 in Years 5 and 6. The scheme is complemented by the use of other songs, rhymes and games from other sources, eg BBC Primary Languages.

Teaching and learning styles

Teachers should use a variety of techniques to encourage the children to have an active engagement with French, including games, role play, rhymes and songs. Teachers also use a variety of strategies to present new vocabulary and to give children opportunities to use this new vocabulary in different contexts. Listening, responding and speaking skills are emphasised in Years 3 and 4, with children gradually moving to more independent reading and writing skills in Years 5 and 6. A multi-sensory and kinaesthetic approach to teaching is used, i.e. actions to accompany rhymes and songs, as this serves to reinforce memory. Teachers aim to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of French. Pupils' confidence is built through praise for any contribution they make, however tentative. A balance of listening, speaking, reading and writing skills will be achieved over the course of each year, although the emphasis for the Lower Key Stage 2 classes will be on developing their speaking and listening skills and confidence before moving to more formal recording.

Assessment

Children will be assessed against the end of year assessment targets, using Target Tracker. In addition, the children's skills in spoken French are assessed through the recording of short video clips of children demonstrating their language skills. Children in Upper Key Stage 2 have vocabulary and writing books in which to record their written work. Vocabulary and writing books will be introduced in Year 4

Teachers should also assess children's progress informally during the lessons, evaluating progress against the end of year targets, as well as assessing children's confidence and understanding in speaking, listening, reading and writing.

Monitoring and review

MFL will be monitored via pupil interviews, learning walks and book monitoring during Subject Leadership time. The outcomes will be recorded and used to inform the Action Plan for the subject.

Resources

The following resources are available to teachers:

- The Rigolo scheme of work - with IWB resources, sound files, lesson plans, games and activities.
- A puppet
- Access to songs and rhymes on the Staff Shared Resources drive
- A limited number of English-French dictionaries in each KS2 classroom.
- ICT: Access to online resources such as the BBC Primary French website language

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