



'What we learn with pleasure we never forget'

# **MODERN FOREIGN LANGUAGES POLICY**

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**Date of Review: March 2019**

**Headteacher.....**

**Date.....**

**Chair of Governors.....**

**Date.....**

# Carlton Colville Primary School

## Modern Foreign Languages (MFL) Policy

**'What we learn with pleasure we never forget'**

### Aims

In our school we teach a modern foreign language to all children in KS2 as part of the school curriculum. Learning a language enriches the curriculum and provides excitement, enjoyment and challenge. We believe that many children really enjoy learning to speak another language. Introducing children to the languages and cultures of others helps create a situation in which children learn to respect the diversity of the society and the world in which we live. We also believe that early exposure to a foreign language leads to faster acquisition of that language. Children are 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. Consequently, children in Key Stage 1 start to learn French through the medium of stories.

### Objectives

We want children to develop a curiosity about languages and language learning.

The main teaching objectives comprise three clearly progressive core strands:

- Oracy
- Literacy
- Intercultural Understanding

And two further cross cutting strands

- Knowledge about Language
- Language Learning Strategies

We want children to lay the foundations for future study. The ability to communicate in a language other than English is valued by many employers.

### The curriculum

French is the modern foreign language that we teach in our school.

The curriculum that we follow in Key Stage 2 is based on Rigolo published by Nelson Thornes which fully meets the requirements of The Key Stage 2 Framework for Languages. It was chosen in close consultation with the Suffolk Advisory team and followed liaison and training sessions within our local mini-pyramid of schools to ensure continuity and progression as the children move through the system. Rigolo 1 provides coverage of the Framework Objectives for Years 3 and 4 and Rigolo 2 provides a programme of study for Years 5 and 6. One unit of Rigolo will be taught each half term

throughout Key Stage 2. Long, Medium and Short Term plans are detailed within Rigolo and the short term plans can be customised to add new activities and change the sequence of activities or lessons. The Rigolo programme is supplemented across Key Stage 2 with the Early Start 1 and 2 schemes of work. These provide the children with a deeper cultural understanding of the way of life in France, through the medium of videos and other media.

Key Stage 1 follow the Suffolk LEA units of work. This consists of 6 modules based on different French picture story books. The stories used are Handa's Surprise (La Surprise de Handa), Happy Birthday (Joyeux Anniversaire), The Three Bears (Les Trois Ours), Dear Zoo (Cher Zoo), Little Bidd (Petite Tache); and The Very Hungry Caterpillar (La Chenille quifait des Trous).

## **Teaching and learning style**

In Key Stage 2 the teaching is based on the guidance material provided by Chris Quigley Education and from the Key Stage 2 Framework for Languages. The latter has been adapted to the context of our school and the abilities of our children.

Rigolo and Early Start combines a variety of new and traditional media. There is a suite of multimedia materials which are particularly suitable for use with an interactive whiteboard, so the whole class can work on the materials at the same time.

A variety of other techniques are also used to encourage the children to engage actively in the modern foreign language: these include games, role-play, paired work and songs (particularly action songs). Flashcards are used both with and without text. The children can make their own mini-books and there is some limited use of worksheets. We often use puppets and soft toys to enable the children to feel at ease using the foreign language, and we also invite native speakers into the classroom. The school has invested in a wide range of resources including books and toys that will help not only with language learning but will also help to promote intercultural understanding.

Spanish Club is run for different year groups across the Key Stages throughout the year. Here, children learn to speak and read simple Spanish phrases to further develop children's access to modern foreign languages.

Within KS1 French is taught through sharing familiar stories; singing songs; playing games.

Both in lessons and in informal use of the foreign language the emphasis is on having fun!

## **Organisation**

In KS2 French is taught for 45 minutes each week, with the language developed for a further 15 minutes throughout the week. For example, when learning about the weather, this will be discussed at various points throughout the unit of work.

Non-specialist class teachers can effectively deliver the teaching of a modern foreign language using appropriate resources and with appropriate training. Support and training (upskilling) is regularly available to teachers and the 'Virtual Teacher' which is part of the Rigolo programme can be used as the role model when necessary.

## **MFL and the flexible curriculum**

Carlton Colville Primary School teaches most subject areas within a flexible, theme based curriculum. Some aspects of the MFL curriculum are taught in this way, especially those relating to intercultural understanding. When Year 3 is learning about the weather, they look at weather symbols over France as well as their own locality etc.

The National Languages Strategy encourages the integration of languages into the curriculum. Children are encouraged to respond to the register with numbers, phrases, days of the week etc. There are displays in French and French songs sung in assemblies. Year 3 can do some of their Maths, adding and subtracting, in French and Year 4 can work on their time problems in French. PE provides opportunities for following instructions. Teachers have learnt how to play playground games in French. A whole-school 'Around the World Day' of Languages is held regularly. As part of a planned SMSC day, children across the school learn about a number of countries and their ways of life to promote a love of learning in this area. They will learn basic phrases of different foreign languages, as well as discovering more about the Social, Moral and Spiritual aspects of other cultures.

Much of the Modern Foreign Language needs to be taught and practised on a daily basis however so it is taught mainly as a set of discrete lessons.

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/crosscurricular/>

## **Modern foreign languages and inclusion**

At our school we teach a modern foreign language to all Key Stage 1 and Key Stage 2 children, whatever their ability, because the school provides a broad and balanced education to all children. A multi-sensory and kinaesthetic approach to teaching is used and all learning styles are catered for within the curriculum. Deeper level learners are challenged and children with Special Educational needs are fully involved. The teachers use a range of strategies for removing barriers to learning, for example; puppets, paired work, a reliance on oral work. Fundamental issues of identity and self-esteem can be tackled sensitively through foreign language teaching. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative. We provide learning opportunities that enable all pupils to make progress.

## **Assessment for learning**

In Key Stage 2 we assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by use of the CiLT Languages Portfolio which the children can complete themselves. The school uses the Learning Objectives from the Chris Quigley Essentials programme to evaluate the progress of each child, and to provide information to the High School when the children transfer.

LO 1: To read fluently

LO 2: To write imaginatively

LO 3: To speak confidently

LO 4: To understand the culture of the countries in which the language is spoken

## **Resources**

In KS2 each class has its own set of resources including posters and laminated flashcards. Rigolo is available on all the computers used by Key Stage 2, with Early Start online available to KS2 teachers. There is a central store for other resources in the top corridor which includes fiction and non-fiction books, puppets, Rigolo Big Books, play Euros and play food, song books and CDs, Teacher manuals and resources, French artefacts and objects.

In KS1 there are sets of resources such as puppets and flashcards to support the teaching of each story shared.

## **Monitoring and review**

The school monitors teaching and learning in the same way as we do all the other subjects that we teach. The headteacher also reports to the governing body on the progress of children in French in the same way as for progress in any other subject. The governors' curriculum working party has the responsibility of monitoring the success of our teaching of French.

The MFL leader liaises with the primary schools so that they are aware of the modern foreign languages experience of our children when they move to the next phase of their education.

This policy will be reviewed at least every three years.