



Stokes Wood Primary School MFL Policy Statement.

1. Rationale for Teaching Languages at KS2

- 1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Stokes Wood we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6).
- 1.2 Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- 1.3 **Language learning stimulates children's creativity** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports oracy and literacy** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the

'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

1.5 **Language learning leads to gains across the curriculum** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 **Language learning supports and celebrates the international dimension** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2 Aims:

The national curriculum for languages aims 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.

3 Teaching and learning styles and procedures

3.1 At Stokes Wood Primary School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance

of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

3.3 The lessons are to be delivered by the class teacher or classroom assistants with appropriate training, using the IWB program; Salut. The lessons are based on the following format:-

- **Language content** of the lesson.
- **Key activities.** These activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the IWB Lessons, activities based on printable resources and physical classroom activities.
- **Additional activities** include songs, stories and games to extend and vary teaching and learning. These activities may take children beyond the target learning outcomes for the unit.

Each lesson has two parts (or three if there's a song). The first part is focused on word-level teaching activities. These activities show the image of the word, the French text and/or English text, along with listening to the word spoke by a native French speaker, followed by sentence-level activities to help children put their new vocabulary into conversational context. However, using French on a daily basis can also be used within the classroom.

3.5 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 full 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.

French may be included in whole school occasions e.g. Christmas celebrations, French days and Summer concerts, where appropriate.

- French will be used in displays that relate to the children's learning.
- Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

4 MFL Planning Assessment

4.1 We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term) using the structure of Salut.

4.2 Our medium-term plans, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The department leaders will be responsible for keeping and reviewing these plans.

5 MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy.

7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Subject leaders to provide opportunities to link up with French schools for pen pals.

8 Assessment for learning

8.1 Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

8.4 Assessments are based on the Statements and Learning Objectives from the National Curriculum on Target Tracker .

8.5 Staff are keen to improve their subject knowledge and the department leaders take an active role in disseminating best practice and making recommendations for staff development.

10 Monitoring and review

10.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the SLT and subject leader. Department and year group leaders will support colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The SLT will report on progress to the Governing Body annually.

10.2 This policy will be reviewed as appropriate.