



Rushton CE (VC) Primary School

Happy Learning Together

www.rushton.staffs.sch.uk

Policy for Modern Foreign Languages (MFL)

Committee	Curriculum
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Rational & Purpose

In our school we teach a foreign language to all Year 3 and 4 children as part of the normal school curriculum and expose linguistic elements to children in KS1. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be 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.

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Aims

The main objective of teaching a modern foreign language in primary school is to promote the early development of a child's linguistic competence. We also want to:

- foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable
- make young children aware that language has structure, and that the structure differs from one language to another
- help children develop their awareness of cultural differences in other countries

- develop their speaking and listening skills
- lay the foundations for future study

Objectives for the teaching of Modern Foreign Languages

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and where possible we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language.

We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

Entitlement

We teach a foreign language to children in Year 3 and 4 for 30 minutes a week for at least one half term, plus incidentals. The class teacher teaches the foreign language. We also try to involve a native speaker of the foreign language.

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

The curriculum that we follow is based on the guidance given in the 2014 National Curriculum.

In early language acquisition new focus on speaking and listening over reading and writing skills.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- work in pairs, and groups to communicate in the other language;
- look at life in another culture.

The Contribution of Modern Foreign Languages to Teaching in Other Curriculum Area

The learning of modern foreign language naturally contributes to the development of our children's listening and speaking skills.

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one.

By teaching a modern foreign language we contribute to the children's cultural education.

The Use of Commercial Schemes

We base the teaching on a variety of schemes such as the LCP scheme of work for French, which is our chosen language; Twinkl and Take 10. We have adapted this to the context of our school and the abilities of our children. The LCP scheme is continued when the children transfer to Middle School.

ICT

We enable the children to use digital and video cameras and audio recording. The delivery of French through ICT may involve the use of CDs and Videos

Monitoring of Implementation

We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. 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 committee has the responsibility of monitoring the success of our teaching of French.

The headteacher also liaises with the local middle school, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

Grouping

All children are taught in vertically grouped, mixed ability classes.

Special Educational Needs

Teachers ensure that all pupils make progress and gain positively from the lesson. Lessons are planned so that all pupils can be included with differentiated tasks to suit pupils' varying abilities. Pupils who are very able will be challenged with extended activities.

Equal Opportunities

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Health and Safety Issues

When engaged in tasks using I.T. or other equipment, children will be expected to behave in a considerate and responsible manner and to show respect for other people and the resources they are using. Children will be encouraged to think about and discuss the safety aspects of their activities. (All accidents, however slight, should be reported in the school's accident record book).

Resources

Children have a wide range of resources to access including:

- Education City Language Games
- Espresso
- Range of games kept in the classroom
- Story books in French
- Action and dance through take 10 DVD

Assessment

As part of transition, the MFL Coordinator also liaises with the local middle school, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

Display

Children derive much pleasure and benefit by having their work displayed. When possible samples of work will be displayed within the classroom or on other display boards throughout the school.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion

This policy should have a positive effect on the teaching and learning of MFL in the school by encouraging a consistent approach throughout the school.