



HIGHLEY COMMUNITY PRIMARY SCHOOL

Modern Foreign Languages **Reviewed: July 2018**

Rationale

The schools policy for MFL is based on the National Curriculum 2014. We believe that 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 their future language learning. They develop linguistic confidence, extend their knowledge of how language works and explore differences and similarities between the 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 those 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. The implementation of this policy is the responsibility of all the teaching staff.

Aims:

We aim to ensure that the children will:

- develop language skills and language-learning skills;
- make comparisons between the foreign language and English
- foster positive attitudes towards foreign language learning
- develop their awareness of cultural differences in other countries
- become increasingly familiar with the sounds of a modern foreign language
- use their knowledge with increasing confidence and competence to understand what they hear and to express themselves;
- 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
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- form a sound knowledge base for further language study at KS3 and beyond.

- encourage tolerance and a willingness to work co-operatively

Teaching and Learning

Highley Primary School follows the 2014 National Curriculum for the teaching of languages. We have chosen to teach Spanish as our Foreign Language.

A variety of teaching and learning styles are used including games, role-play, action songs, pictures and digital media, to engage pupils' interest. Listening, responding and speaking skills are emphasised. The children develop positive attitudes towards the learning of MFL by making the lessons fun.

Organisation

MFL is taught to all pupils from Reception to Year 6. The school has previously taught both French and Spanish, but at present we teach Spanish. In Key Stage 2, this is taught formally through class based lessons, and through whole school assemblies. In Key Stage 1, language learning is taught through songs in an assembly format.

The delivery and development of cultural awareness will be supported by activities in other subjects and special occasions such as:

- European Day of Languages
- Whole School Intercultural Days
- Special events with parent's involvement/Breakfast events/Festivals
- Celebration of Religious Festivals.
- Visits to nearby secondary schools

Subject Content

Early Years and Key Stage 1:

In Early Years and Key Stage 1 MFL teaching is not compulsory but is viewed as an enrichment activity for the children, preparing them for language learning in Key Stage 2. Children will be taught language in assemblies through games and songs, and the language taught will be reinforced in class. Children are encouraged to use their language every day during the register. There is also a focus on cultural awareness and links are made across the curriculum.

Key stage 2:

In Key Stage 2 language teaching is compulsory; the children have weekly taught sessions from a either their own, or another, class teacher or language leader, as well as weekly assemblies. Teaching at Highley focus' on enabling pupils to make substantial progress in one language. The teaching provides an appropriate balance of speaking and listening, reading, writing and grammar, and lays the foundations for further foreign language teaching at Key Stage 3. The focus of study in modern languages will be on practical communication.

Pupils will 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.

Role of the Subject Leader:

The subject leader will facilitate the development of languages by:

- managing the implementation of the policy
- updating the policy and scheme of work in collaboration with teaching staff
- ordering/updating/allocating resources in collaboration with teaching staff
- identifying needs and arranging CPD so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge
- keeping staff abreast of new developments
- taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place
- supporting staff in developing pupils' capability
- attending appropriate courses to update knowledge of current development
- contributing to the School Development Plan on an annual basis
- liaising with feeder schools.

Monitoring and review

Monitoring is carried out by the MFL co-ordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of displays

- Looking at the work of pupils
- Highlighting curriculum objectives

Equal Opportunities

It is important that children at Highley Primary School do not feel excluded from any part of the languages programme. All pupils will be included in MFL teaching as we take into account children's differences in terms of race, ability, gender, class and their individual needs.

Special Education Needs

The languages programme aims to provide effective learning opportunities for all pupils and differentiation will be identified in the scheme of work. Each child will be given access to the same learning opportunities, resources and equipment appropriate to their individual needs. More able pupils will be taught in their own class and challenging learning activities will be provided through differentiated group work, open ended questioning, hot seating etc. More able pupils will be indicated to the secondary school to ensure effective progression.

Signed:

(Governor)

Date: July 2018

Next Review Date: July 2019