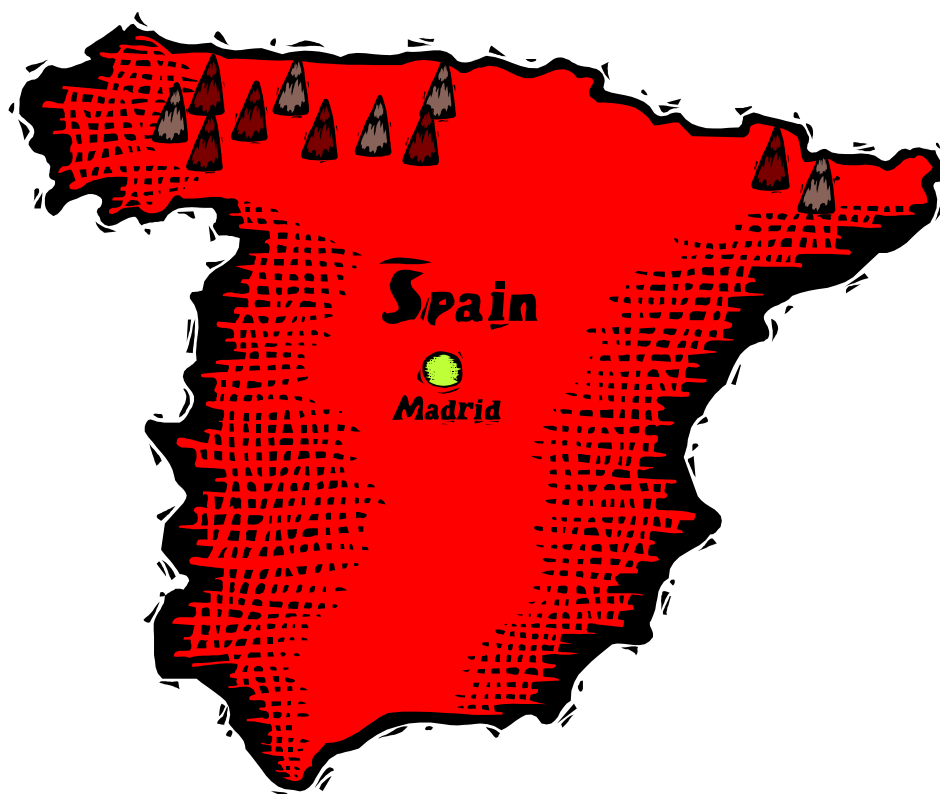


St Andrew's CEVC Primary School, Great Yeldham

# Modern Foreign Languages Policy



Written Spring Term 2010  
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## **RATIONALE**

By 2010, all children in KS2 will be entitled to learn a Modern Foreign Language (MFL). St Andrew's hopes to achieve this by 2009.

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 Spanish 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.

## **AIMS AND OBJECTIVES**

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- Foster an interest in learning other languages.
- Introduce young children to another language in a way that is enjoyable and fun.
- Stimulate and encourage children's curiosity about language.
- Encourage children to be aware that language has structure and that the structure differs from one language to another.
- Help the children develop their awareness of cultural differences in other countries.
- Develop their speaking and listening skills.
- Lay the foundations for future study.
- Extend language teaching beyond mother tongue learning.

## **THE SCHOOL PROVISION**

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

The curriculum that we follow is based on the guidance given in the revised National Curriculum. We teach the children to know and understand how to:

### **The children are taught how to:**

- Ask and answer questions
- Use correct pronunciation and grammar
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Work in pairs and groups to communicate

### **The curriculum**

The curriculum is based on the QCA non-statutory guidelines for KS2 in the National Curriculum handbook for primary teachers in England (1999), The Primary Framework and the QCA scheme of work for Modern Foreign Languages (2005).

The QCA scheme of work is recommended as the medium term plan when planning for continuity and progression.

- All years, Reception to Year 6: QCA Unit 1
- Reception and Years 1 and 2: QCA Units 1–2
- Years 3 and 4: QCA Units 1 - 12
- Years 5 and 6: QCA Units 13 - 24

<h2><b>CHILDREN'S EXPERIENCES</b></h2>
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- We base the teaching on the guidance material in the QCA scheme of work for modern foreign languages. We have adapted this to the context of our school and the abilities of our children.
- We use a variety of techniques to encourage the children to have an active engagement 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 when possible also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. 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.

## **ORGANISATION**

At St Andrew's, Early Years and KS1 children experience MFL through 20 minutes per week, normally during registration and through their cross-curricular 'Themed' programme of study. The time is extended in Key Stage 2 so that by Year 6, children will experience one hour per week of MFL, which is split into one main session of 30 minutes and sub sessions which are used for reinforcement. Class teachers plan the MFL learning and teaching experiences and with support from HLTA and LSA deliver the MFL curriculum to their class.

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

## **MANAGEMENT**

The headteacher will have overall management of the MFL curriculum in consultation with the MFL Subject Leader and other members of staff.

The role of the MFL Subject Leader will include:

- monitoring;
- resource management;
- raising awareness of developments within MFL learning and teaching;
- support staff;

The MFL Subject Leader provides the head teacher with any relevant and necessary commentary on practice and progress. They assist with planning and preparation for the other teachers and helps them with the pronunciation of unfamiliar words. They attend termly meetings within the LEA to liaise with MFL teachers from different schools and to share/gain ideas for the delivery of MFL in primary schools.

## **INCLUSION**

MFL learning and teaching at St Andrew's is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

## **BLP and VERY ABLE PUPILS**

At our school we teach a MFL to all children, whatever their ability. A 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs.

## **ICT**

Many of our resources for MFL are used on the interactive whiteboard e.g. Sonica (which is networked), We use CD-roms, such as 'Early Start', and excellent websites, such as BBC Schools and Languages-online, which provide many interactive activities for the children as well as attractive visual aids to learning. Pupils are also encouraged to make use of these resources independently, at school or at home. Pupils also use word processing and art tools to produce labels in the MFL, for example, labelling classroom items. We hope to establish a link with a Spanish speaking country and to make use of ICT to facilitate communication with a Spanish-speaking school.

## **CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network workshops and local authority training. There will also be opportunities to meet native speaking visitors in school. The MFL Subject Leader identifies school needs and co-ordinates professional development opportunities.

## **MFL RESOURCES**

St Andrew's has an up-to-date resources audit which includes:

- Sonica
- 'Early Start'
- a collection of soft toys and puppets;
- a large collection of posters, CDs & DVDs, story, poetry and non-fiction books;
- big storybooks with accompanying CDs/DVDs and notes for suggested curriculum planning

These are supplemented by resources created or owned by the teacher, such as flashcards, worksheets and visual props.

## **MONITORING AND REVIEW**

The MFL co-ordinator provides the headteacher with a termly commentary on practice and progress. The headteacher reports to the governors on progress in learning and teaching.

The MFL Subject Leader liaises with the local secondary schools, so that they are aware of the MFL experience of our children when they move to the next phase of their education.

## **ASSESSMENT, RECORDING AND REPORTING**

Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Formative assessment is ongoing and involves the children. Completion of the school's foundation curriculum year group assessments grids ensure continuity

and progression, in the subject, across the school. The QCA provides guidance on level descriptions which ensures consistency in teacher assessment.

Annual reports are written by class teachers, identifying topics taught and achievements in line with National Curriculum level descriptions. Termly parent/teacher consultations are arranged, where achievements can be reported to parents.

## APPENDIX

- DCSF/QCA documents.
- Resources audit.
- Quality of Teaching and Learning Policy.
- Policy for Assessment, Recording and Reporting.

**Policy written by Maria Trappitt & Geoffrey Hart - January 2010**

**Discussed and agreed by staff – January 2010**

**Presented to the Curriculum Committee – March 2010**

**Next review date – January 2013**