



St. Cuthbert's R.C.
Primary School Hartlepool

Modern Foreign Languages Policy

Reviewed: - September 2020

Next review: - September 2022

Author: - J M Wilson / F Colley

Modern Foreign Languages Policy

Mission Statement

"Let the light of Christ shine in us all."

Aims of MFL

The aims of teaching MFL are to introduce children to a modern foreign language at an early age, when their brains are most receptive to acquiring language skills.

Rationale

1. In the early stages of language learning pupils are taught:
 - how to use and respond to the foreign language.
 - how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness.
 - correct pronunciation and intonation.
 - how to ask and answer questions.
 - techniques for memorising words, phrases and short extracts.
 - how to use context and clues to interpret meaning.
 - how to make use of their knowledge of English or another language in learning the foreign language.
2. Pupils are taught about other countries and cultures by:
 - working with authentic materials including some from ICT-based sources, including websites and video clips.
 - considering their own culture and comparing it with others.
 - considering the experiences of other people.
 - Use of authentic materials e.g. stories, leaflets, posters and packaging.
3. In order to develop their knowledge, skills and understanding further, pupils are taught:
 - the interrelationship of sounds and writing.
 - simple aspects of grammar and how to apply them using models.
 - how to initiate conversations.
 - how to use dictionaries to extend vocabulary.
 - how to communicate with each other in the foreign language in pairs and groups and with their teacher.
 - how to use their knowledge of the language creatively and imaginatively.
 - how to use the foreign language for real purposes.

Planning

In Key Stage 1 classrooms and around school we have signage celebrating some of the different languages spoken in school. Children may learn greetings and numbers in other languages.

In Y3/4 children are introduced to the Rigolo1 programme and this forms the basis of planning. In Y5/6 children follow the extension, Rigolo2, and this forms the basis of their work.

Planning reflects the framework and the strands of listening, speaking, reading, writing, and intercultural understanding. Intercultural understanding is also promoted outside of MFL lessons in literacy, RE and foundation subjects such as art history and geography.

Types of activity

Key Stage 2

- singing songs with actions to learn vocabulary.
- oral games to practise skills.
- matching games e.g. dominoes or bingo.
- mental starters, often revising questions and answers, past vocabulary in a game format.
- writing and practising role play e.g. Y3/4 a café or shop scene, Y5/6 an interview about school or holidays.
- reading French picture books, either scanned or big books.
- making pages or books in the style of French books Y3/4.
- producing a leaflet or poster in French Y5/6.

Differentiation

Children are taught in separate year groups where possible and work is set according to ability. The starter and introduction of vocabulary is a shared experience with then independent tasks which usually show differentiation.

Progression

The children are taught in year groups, if possible, and the units from Rigolo develop in difficulty. Tasks from the framework are also matched to year groups and abilities.

Allocation of time

In key Stage 1, Dinocrocs lasts 15 minutes a week. In Key Stage 2, lessons are 30 minutes a week or 1-hour fortnightly.

Grouping

In key Stage 2 children usually sit in ability groups or their class groupings.

Assessment

Each lesson has a clear learning objective shared with the children and reflected in the title of their work. The teacher indicates if this learning objective has been met in the lesson. There are also opportunities for self-assessment by the pupils. Children are given feedback on their

involvement in the lesson and how they can improve their work. Marking and Making Progress is also used as a guideline for assessment and expectations.

Special needs

Often children with special needs in English also struggle with the reading and writing aspects of learning another language, so work is usually differentiated sometimes with a teaching assistant giving extra support to these children which is made easier by them sitting in ability groups.

Links with other subjects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be forged through:

- aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction.
- aspects of mathematics such as counting, money and telling the time.
- songs, alphabet, rhymes and stories in other languages.
- international or multi-cultural work, for example celebration of festivals, storytelling.
- using ICT, materials from the internet and language websites, geographical work on directions, plans of towns and homes.
- historical work on French festivals e.g. Bastille Day.