

# Modern Foreign Languages Policy



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<b>Author</b>	S. Berry

## **The teaching of modern foreign languages at Whale Hill Primary School**

Even though the it has left the European Union, it is a fact that the UK is progressively becoming a diverse and multicultural society. The children at Whale Hill Primary School must have the opportunity to become familiar with other cultures and have access to learning a foreign language. With the introduction of the new curriculum in 2014, Key Stage 2 children are required to learn a language other than English. At Whale Hill Primary School, we believe in the opportunities that learning a foreign language can provide and we will continue the teaching of French for KS2 children (Year 3, Year 4, Year 5 and Year 6 children). Other European languages will also be encouraged. Hence, a German club will also be offered to Year 5 and 6 children to engage and encourage the children in Upper School. Learning a modern foreign language enables the children to reflect on their understanding of their own cultural identity and those of others. It promotes awareness of multicultural communities and a greater understanding of the wider environment in which they live.

At Whale Hill Primary School, we believe that learning a foreign language not only supports other subject areas, but also enhances the curriculum. There are direct links between language learning and other subjects. For example, the skills, knowledge and understanding, which are gained in learning a foreign language, make a major contribution to the development of children's oral skills and literacy in English. The teaching methods used in language learning are designed to promote children's creativity, especially with language. Great emphasis is placed on speaking, listening and interacting. The children take part in role-plays, conversations, question and answer work, songs, recite and perform to their peers. These varied learning activities relate to similar oral tasks in other subjects.

### **The aims of teaching modern foreign languages**

- The children develop an interest in learning another language;
- The children develop a greater understanding of other cultures and become aware of the wider environment in which they live;
- The children understand that each individual language is different and has its own definitive forms and structure including phonological and grammatical structures;
- The children strengthen and improve their own knowledge and abilities in their first language;
- The children develop both their active and passive language skills: speaking, listening, reading and writing;
- The children gain enjoyment and a sense of achievement in learning a foreign language;

- The children are provided with opportunities to investigate, evaluate and apply a variety of learning strategies which they can then use to help them progress in all subject areas.

The French lessons must be varied in content and incorporate:

- a. Target French vocabulary, phrases, French phonics and basic grammatical structures
- b. Opportunities for the children to ask and answer questions using the appropriate grammatical structures and level of formality
- c. Opportunities to develop autonomous learning by using bilingual dictionaries
- d. Access to a variety of authentic sources in different formats, for example written and audio texts
- e. Teaching of basic French grammar, phonics and spelling patterns, whilst developing techniques to remember vocabulary / difficult spellings / grammar rules
- f. Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language
- g. Recycling language that has been taught in role play situations to use in everyday conversations
- h. Opportunities to research French culture and to learn about life in France
- i. Opportunities to write simple phrases and develop simple sentences

### **Planning for MFL**

Our scheme of work is based upon the *CGP Salut!* scheme of work. There are several reasons for using this particular established scheme as a basis for our MFL provision at Whale Hill:

1. The scheme is sequenced and ensures progressive coverage of skills as required by the national curriculum
2. It gradually builds upon skills gradually leading to learner autonomy
3. It provides opportunities to communicate both in speech and in writing
4. It contains many examples of authentic French speakers so that learners can hear native French speakers
5. There is a balance of language, history and culture
6. Regular opportunities to revise vocabulary and grammatical structures are built into the lessons
7. Opportunities for specialists (and non-specialists) to adapt and build upon existing lessons

## Overview of the scheme of work: Endpoints

### Year 3

**Core Unit 1** Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family

**Core Unit 2** Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes

**Core Unit 3** Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays

### Unit A: Animals

Saying animal vocabulary Asking about pets Describing animals using adjectives Using prepositions Naming animal homes

**Unit B: Food** Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions

### Unit C: At School

Saying how they travel to school Naming places in school Listing the contents of their pencil case Telling the time Naming school subjects

### Year 4

**Core Unit 1 Recap Lessons 1,2,3 Greeting each other Introducing themselves**

**Unit D: Playtime Basic commands (imperatives)** Saying what's in the playground How to say a variety of playground games Using "j'aime" with another verb Saying what and where they like to play

**Core Unit 1 Recap Lessons 4,5,6 Counting up to 10 Introducing their immediate family**

### Unit E: My Home Saying where they live

Identifying a variety of rooms and types of furniture Saying what there is in the kitchen Describing their daily routine

**Core Unit 2 Recap Lessons 2 and 3 Naming colours Counting between 11 and 20**

### Unit F: My Town

Asking how much something costs and saying prices Talking about what is in their town  
Giving directions Saying names of shops Saying the names of items you might buy in a shop

***Core Unit 2 Recap Lesson 5 Expressing likes and dislikes***

### **Unit G: Describing People**

Saying colours that are useful for describing hair and eyes Describing physical features Describing a person's personality Saying what they are wearing Using "il" and "elle" with "être" and "avoir"

***Core Unit 3 Recap Lesson 3 and 5 Counting up to 31 Naming the months of the year***

### **Unit H: The Body**

Naming parts of the face Saying basic verbs in the first person Saying that something hurts Naming fairy tale characters Saying traditional fairy tale locations

**Unit I: Sport** Talking about the sports they play Expressing likes Detailed vocabulary for football and tennis matches The use of the verb "savoir"

## **Year 5**

### **Unit J On Holiday**

More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense

### **Unit K Eating Out**

Asking for items in a shop or restaurant Asking how much things cost Some basic weights How to order for others in a restaurant

**Unit L Hobbies** Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments they play Talking about different types of film

### **Unit M Going On A School Trip**

The perfect past tense The future tense Some common verbs Vocabulary associated with a trip to a museum and the countryside.

### **Unit N Seasons**

The names of seasons Talking about seasonal activities Saying the date and when their birthday is Naming craft materials Following craft instructions

**Unit O The Environment** Saying what the weather is like Naming garden creatures  
Talking about garden activities Talking about recycling

## **Year 6**

**Unit P Actions** Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form

**Unit Q In France** Learning where some French cities are located in France Talking about tourist attractions in Paris Learning about Frenchspeaking countries Naming popular French foods

**Unit R Family** Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "on" Vocabulary associated with birthday parties

## **Unit S A Weekend With Friends**

Talking about activities that they might do at the weekend Expressing what they would and wouldn't like to do Asking others if they would like to do something Naming midnight feast foods Giving a reason for accepting or declining an invitation

## **Unit T The Future**

The future tense in the first, second and third person singular and first person plural Using adjectives to compare people More ways to describe how they are feeling

**Unit U Jobs** Naming a number of jobs in French Saying what they want to be when they're older Naming some workplaces Saying vocabulary linked to space stations and fire stations

## **Scheme of work**

The scheme of work is designed to develop the knowledge of phonics, vocabulary and grammar to enable learners to build and manipulate sentences.

## **Expectations**

- Learners are able to create their own sentences and not just have a basic knowledge of vocabulary.

- Learners are able to manipulate given sentences and change them appropriately (for example considering person, subject-verb agreement, agreement of adjectives and use of simple conjunctions).
- Learners are able to move beyond word level responses.

### **Choice of vocabulary**

The vocabulary that is introduced focuses on 'topic' words and common words, including conjunctions, prepositions and some regularly used verbs (such as 'have' and 'be').

### **Vocabulary expectations**

The vocabulary in the scheme of work has been chosen to:

- Give learners the chance to use vocabulary that is appropriate and relevant in everyday life.
- Build up a knowledge of common words.
- Consolidate understanding of word classes and develop grammatical knowledge (for example nouns, gender, singular, plural and adjectival agreement).
- Words are used to help construct or manipulate sentences.

### **Phonics and Pronunciation**

Phonics (including sound links to spellings) is planned and taught using resources based on the **CGP Salut!** scheme and will be linked to vocabulary taught within topics so that pronunciation becomes a part of vocabulary learning. In this way, phonics and pronunciation remain a part of sentence building as a whole and not as a separate entity that is taught 'cold' or out of context.

### **Revision and consolidation of prior learning**

Revision and consolidation activities, such as vocabulary recall and sentence building using previously learned elements are built into lessons so that pupils can remember what has been previously learned. Learners do not move onto another topic unless they have an understanding of the necessary concepts and content.

### **Language skills**

Planning ensures that learners engage with the language through speaking, listening, reading and writing. Activities and tasks include:

- Role-plays
- Listening to native speakers in a variety of situations and contexts
- Reading a variety of written texts including stories, poems, letters and non-fiction passages
- Access to a variety of authentic sources in different formats, for example written and audio texts
- Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language

### **Use of the target language**

English is used in the lessons to maximise teaching and learning time and to avoid confusion when new concepts are introduced. However, this is not to say that the target language is not used. In fact, it is important that learners are exposed to the target language to develop their understanding and retention. The target language used in resources and models is planned in advance carefully and any verbal examples are supported by visual aids and gestures.

### **Assessment**

Assessment is based on what has been learned in the scheme of work. It will include:

- The learner's ability to produce sentences
- The learner's ability to manipulate structures
- The learner's understanding of vocabulary
- The learner's production and manipulation of vocabulary
- The learner's skills in speaking, listening, reading and writing

Assessment will take the form of teacher assessment, end of unit tests and pupils will also be given opportunities to reflect on their own learning and evaluate their own progress via 'I can progress statements'. This will also help teachers to reflect on their own planning and shape future learning.

In addition, samples of children's work will be kept in the MFL subject leader file. These samples will be kept as evidence of work undertaken in KS2 and demonstrate a range of language levels and progression.



### **Teaching methods**

A range of teaching methods and learning styles will be implemented in the MFL lessons at Whale Hill Primary School. In their language learning the children will have the opportunity to access a variety of resources and, more importantly, authentic sources. There will be a balance of whole class, group and autonomous learning. In terms of cross curricular links the children will be encouraged to use and apply their learning in other subject areas.

### **Creating a love of language learning**

Here at Whale Hill Primary School, we recognise the importance of learning a foreign language and that language learning should not be limited to the classroom. In addition, learners will be offered the opportunity to:

- Attend a German club to gain experience of another language and culture
- In Year 6, go on a trip to France, where learners can use their language knowledge in a practical context and experience another country and its culture
- There will be a subject display which demonstrates cultural awareness and linguistic progression of learners.

### **Supporting Learners with SEND**

Although our principal aim is to develop children's knowledge, skills, and understanding of another language, great emphasis will also be placed on the children's enjoyment of the subject. At Whale Hill Primary School all children in KS2 will have the opportunity to learn a modern foreign language, whatever their ability and individual needs and we will ensure that all children are supported in their language learning accordingly.

To ensure that all learners have equal access to the MFL curriculum, lessons will be planned and delivered to support their individual needs. In the case of pupils with EAL, wherever possible prior experience of language learning will be built upon and developed where or indeed if appropriate.

### **Quality of practice and support for staff development**

The provision of MFL at Whale Hill Primary School is evidenced and monitored by:

- Lesson observation
- Work scrutiny

- Interviews with pupils
- Review of the MFL policy
- Review and revision of the scheme of work

At Whale Hill Primary School, leaders have ensured that the member of staff responsible for leading and teaching MFL has previous experience and prior subject knowledge. Our primary chosen modern foreign language is French. This choice is primarily based on staff expertise and the transition of the children from Whale Hill Primary School to some of the secondary schools within the local area.

The class teacher will plan and teach the lessons. The class teacher will also be responsible for completing the assessment of the children's learning. The class teacher will receive support from the MFL and the MFL leader will be given, where necessary, support from the Assistant Head of Upper School or the Deputy Head regarding leading the subject, book scrutinies, lesson observations, feedback, planning and delivering lessons and assessment of learning.

#### **Monitoring MFL provision**

The monitoring of the children's work and the quality of teaching in MFL is primarily the responsibility of subject leader, who will also be supported by the head of upper school and other KS2 colleagues. In turn, the subject leader will also support colleagues in their MFL teaching, if required, to offer advice and inform staff members about current developments in modern foreign languages and MFL.

This policy will be reviewed every year.