



Silverhill Primary School

Policy for Modern Foreign Languages

Curriculum

Issue date: September
2017

Review date:
September 2019

Aims:

- To foster an interest in language learning by introducing children to another language in a way that is enjoyable and fun
- To encourage children's curiosity about language and their creativity in experimenting with it
- To lay the foundations for future study and increase confidence and MFL ability in preparation for transition to KS3
- To develop positive attitudes to speakers of foreign languages and an unprejudiced approach and understanding of other cultures and civilisations
- To give an insight into the culture and civilisation of the countries where the language is spoken
- To support oracy and literacy, and develop speaking and listening skills
- To support global links around the world
- To give an extra dimension to teaching and learning across the curriculum
- To extend language beyond mother tongue learning

Teaching and Learning:

The children will:

Speaking and Listening

- Listen carefully and recognise sounds and combinations of sounds which are similar to or different from those of English
- Understand and respond with increasing competence, accuracy and confidence in a range of situations
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience

Reading and Writing

The children will learn to

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language
- Read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date
- Write sentences and short texts independently and from memory

Intercultural Understanding

- Describe the life of children in the countries where the language is spoken
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations
- Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others
- Recognise and mistrust stereotypes, and understand and respect cultural diversity

Organisation and Time Allocation:

MFL provides opportunities for language acquisition as well as cross-curricular themes including citizenship, Global awareness and personal and social education.

Links to other areas of the curriculum include;

Classroom routines

- Register, dates, greetings

Literacy

- Development of speaking and listening skills
- Knowledge and understanding of grammar and sentence structure
- Opportunities for comparison with mother tongue

ICT

- Email links
- Internet materials
- Audio/video materials
- Word-processing

Citizenship

- Intercultural understanding and knowledge

Numeracy

- Numbers, money, time, date
- Calculations

Geography

- Compass points
- Weather
- Studying other countries

Science

- Topic links
- Body, healthy eating
- Animals
- Habitats

Music

- Singing and performing
- Rhythm and rhyme
- World Music

RE

- Festivals and customs

History

- Specific Topics (e.g. World War II)

Art & D&T

- Following instructions (eg food technology)
- Colours
- Foreign Painters

PE

- Instructions, warm-up
- Parachutes activities
- Take 10

Teaching and Learning

French is taught in KS2.

Children are timetabled to one main lesson of 30 minutes each week. Enrichment days are held to develop understanding of culture and traditions.

In KS1, the children learn to greet one another in French.

Inclusion:

All pupils, regardless of race and gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources and recognises the motivational advantages of the use of MFL by children with special educational needs. Pupils who are more able have the opportunity to work on challenging activities. Children with other languages at home are encouraged to use them for educational benefit.

Planning:

All planning is undertaken by the class teacher and is based on a variety of resources. To ensure progression and continuity the objectives are taken from the Primary Languages Framework. Class teachers will modify the plans for their own classes and are responsible for their own class organisation and teaching styles. During MFL sessions pupils are given the opportunity to work as a class, as individuals and as part of a group and are involved with interaction linking visual, auditory and kinaesthetic prompts. All activities follow the present, practise and produce model when learning vocabulary.

Assessment, Recording and Reporting:

Most assessment is formative and is used to support teaching and learning and inform future planning. Class teachers record their observations, assessing the pupils' progress based upon learning objectives set for lessons. These informal assessments are used to identify gifted linguists and those requiring extra support and are shared with the next class teacher. For reporting purposes, a level of each pupil's MFL progress and achievement is given, based upon the activities covered over the year.

Resources:

"I-language" and "Espresso" French are available as Smartboard resources in every classroom. A selection of further resources including teachers' resource books, children's reference books, CD-ROMs, and audio/visual materials and games are also available.