



MARISH
Academy Trust



Modern Foreign Language Policy

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1. Introduction

Learning a language can spark interests in far off lands, fire curiosity about alternative cultures and open doors in later life. At Marish Academy Trust, we therefore aim for children to love learning new languages. Whether it be an appreciation of the languages spoken within the classroom, or quality teaching of a new language; learning a language is a fun, yet extremely valuable educational, social and cultural experience. Language teaching improves pupils' communication skills, their knowledge about languages and it also helps them develop a sensitive approach to cultural differences. Pupils are encouraged to make links between their own language and new languages and explore their similarities and differences, a reflection which undoubtedly contributes to a solid understanding of basic grammar and language rules. The integration of a foreign language into the curriculum also provides a medium for cross-curricular links.

2. Aims

The aims of teaching and learning a Modern Foreign Language (MFL) at primary level are to ensure pupils:

- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

3. Delivery of Curriculum

At Marish, a Primary Languages Specialist teacher (and native French speaker) delivers quality French lessons across KS2. At Willow, French lessons are delivered in KS2 by a confident French speaking teacher who is also a languages graduate. Across the Trust, lessons are planned using the commercial scheme called *La Jolie Ronde*.

The programme of study of the new national curriculum for KS2 is used to plan sequences of lessons which ensure clear progression. Lessons are 45 minutes to an hour long and pupils are taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help
- read carefully and show understanding of words, phrases and simple writing

- 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, expressing their ideas clearly
- Describe people, places, things and actions in speech and in writing

4. Teaching and Learning Styles

Listening, responding and speaking skills are essential. Multi- sensory and kinaesthetic approaches are used to reinforce new learning. Lessons are designed to be as enjoyable as possible, with songs, games, role play, actions rhymes and film used to motivate pupils. However tentative pupils may be, confidence is built through thorough praise.

5. Inclusion

At Marish Academy Trust we aim to provide equality of opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, teachers work to ensure that our expectations, attitudes and practices enable all pupils to reach their potential.

6. Equal opportunities and EAL

Language lessons provide all pupils with EAL with opportunities to achieve. When appropriate, activities are differentiated so that all learners can access the curriculum. Pupils with EAL are encouraged to share and celebrate their own language and culture during lessons, and vocalise links they may identify between their first language and the French or English language.

MFL is an excellent means of allowing EAL pupils to shine. Pupils who have already learnt, or who are learning English have excellent skills in picking up, and retaining additional language. This should be a tool to promoting confidence among EAL learners.

7. Special Educational Needs

MFL should be an enjoyable experience for all pupils. Well prepared, stimulating activities aim to increase motivation and self belief. Any pupil with Special Educational Needs is encouraged to fully participate in lessons through well managed group work, which allows children to collaborate and support each other. Teachers are prepared to adapt activities or give extra help where needed.

In many cases the actions necessary to respond to an individual child's requirements for curriculum access will be met through greater differentiation of tasks and learning materials.

8. Assessment and Record Keeping

A skills ladder developed by the MFL coordinator, based on the learning objectives highlighted in the KS2 MFL programme of study of the New National Curriculum will allow teachers and pupils to

assess progress in French. As pupils progress through the school they encounter higher level language skills as indicated on the MFL skills ladder. The tasks they are asked to complete match the level descriptors on the ladder.

The MFL subject coordinator and senior management are responsible for observing practice and monitoring the quality and impact of MFL teaching and learning.

9. Resources

The school has a developing range of resources to support the teaching of MFL. These are to be extended as the budget allows.

10. ICT

Whenever appropriate, ICT is used to enhance the teaching and learning of MFL. Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in MFL. They will use the Internet selectively to find information and e-mail to communicate with people in other countries.

11. Role of the Subject Coordinator

- Planning, delivering and assessing MFL lessons
- Helping and supporting colleagues to develop their interest and confidence in teaching languages
- Raising interest in learning MFL across the school
- Managing the MFL budget and auditing resources