

Southam Primary School



SOUTHAM PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Modern Foreign Languages (MFL) Policy

Chair of Governors signature

N. Lester

Headteacher's signature

E. Lopez

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Person responsible for overseeing the implementation: Headteacher and Subject Leader



Stowe Valley
MULTI ACADEMY TRUST

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Southam Primary School MFL Policy

At Southam Primary School we pride ourselves on the outstanding curriculum that we offer our children.

Rationale

At Southam Primary School, we teach French to all KS2 children as part of the normal school curriculum. We believe that many children enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.

We also believe that it is beneficial to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Aims

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- develop particular language-learning skills;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond

Implementation

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent and to work and think like a linguist.

We assess the children's progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:

- AT1: Listening and responding;
- AT2: Speaking;
- AT3: Reading and responding;
- AT4: Writing.

We use a variety of techniques to encourage the children to engage actively 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 we also invite native speakers into the classroom and listen to recordings, 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 teaches the language without the need for translation.

We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

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 that they make in the foreign language, however tentative.

Organisation

We teach French to all children in Key Stage 2. Children all receive a 45 minute lesson each week, we also plan opportunities for language learning in the teaching of other subjects.

We also strive to ensure that our children's transition to secondary school is as smooth as possible. We pass on clear and accurate records to the secondary school about each child's achievements in language learning.

Languages Curriculum

French is the main foreign language that is taught in our school. Our curriculum is based on the guidance given in the national curriculum and we apply the four attainment targets for MFL to Key Stage 2. Using these, we have devised a progressive and sequential curriculum covering the four key concepts.

- AT1: Listening and responding
- AT2: Speaking
- AT3: Reading and responding
- AT4: Writing

However, we do not give equal weighting to each of these skills in each unit taught. In the initial stages of learning the language, we place particular emphasis on speaking.

We teach the children to know and understand how to:

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

MFL Across the Curriculum

English

- The learning of a modern foreign language naturally contributes to the development of children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics

- Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

Personal, social and health education and citizenship

- One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in

foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education

- By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography

- We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). MFL pupils likewise learn about the climate of the countries in which the language is spoken.

Music

- We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question (e.g. Saint-Saëns's 'Carnival of the Animals' in the case of France).

History

- We teach children about significant historical figures and events in the history of the countries whose language we are studying (e.g. about William the Conqueror in the case of France).

Science

- Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes'

PE

- Many of the games we use to teach children modern foreign languages are very active games that require fast reactions, e.g. French versions of 'Simon Says' and 'Grandmother's Footsteps'.

Modern Foreign Languages and Computing

- We enable the children to use iPads, in order to record performances of songs, role-plays or mini-dramas.

Modern Foreign Language and Inclusion

At our school, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (e.g. playing a playground game in a modern foreign language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

Resources have been purchased which will enable all teachers to deliver a structured programme of learning in the modern foreign language relevant to their year group. These include: stories, songs and written activities. We hope to extend our provision of resources in future years.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other courses that we teach in the school.

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe MFL lessons across the school.

The quality of teaching and learning in modern foreign languages is monitored and evaluated by the headteacher and subject leader as part of the school's agreed cycle of lesson observations.

The headteacher reports to the governing body on the progress of children in MFL, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our French teaching.

The headteacher and appropriate staff also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

This policy will be reviewed at least every three years.

