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Modern Foreign Languages (MFL) Policy



BALLADEN CPS

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Rationale for Teaching Languages at KS2

Mrs L Johnson

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Balladen, we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6). We are looking into KS1 starting to learn the basics, as it is easier for them to pick it up when they are younger. KS1 already teach different languages to answer the register with.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenges for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language throughout life. The skills, knowledge and understanding gained make a major contribution to the development of children's oral and literacy development and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Language learning stimulates children's creativity.

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, take the role of the teacher and experiment creativity with language.

Language learning supports oracy and literacy.

Children spend much of their time in language lessons speaking, listening and interacting. They take part in role plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of visual stimuli. This emphasis on communication underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning leads to gains across the curriculum.

Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, mathematics and other subject areas such as geography, music and citizenship. This can lead to a deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge.

Language learning supports and celebrates the international dimension.

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other

countries and cultures and to reflect upon their own cultural identities and those of other people.

Our aims of teaching MFL are for children to:

- Foster an interest in learning another language.
- Become aware that language has a structure and that this structure differs from one language to another.
- Develop speaking and listening skills.
- Gain enjoyment, pride and a sense of achievement.
- Explore and apply strategies to improve learning.
- Explore their own cultural identities and those of others.

Teaching and learning styles and procedures

- 1) At Balladen School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum: ICT, PE and Music -making cross curricular links wherever possible.
- 2) Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of resources.
- 3) The lessons are to be delivered by the class teacher or the French specialist (KS2).
- 4) KS2 children will be taught one hour of French a week. The lessons will be delivered using units from the QCA 2007, following the Key Stage 2 scheme of work for languages. We will also be using 'Primary French Is Fun' which links to the interactive whiteboard. The lessons will include listening, reading, oral and writing activities.
- 5) There is a range of resources to support the teaching of MFL across the school. Recommended resources are available in Year 5. There are books, CD, songs, DVD, games, flashcards, stickers, certificates, worksheets, plans and activities. Children also have access to the internet through their classroom computers and IWB.
- 6) Lesson Content:
 - Learning French vocabulary
 - Asking and answering questions
 - Teaching of basic French grammar and spelling patterns
 - Playing games and learning songs

- Using language that has been taught in role play situations
- Researching and learning about life in France.
- Beginning to write phrases and sentences.

French will be used in displays that relate to the children's learning. Languages other than French may be used in individual classes and topics but French will be the main, assessed language.

MFL and Inclusion

In all classes, children have a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with gifts and talents and those learning English as an additional language (EAL). We take all reasonable steps to achieve this.

Assessment

Teachers assess children's progress informally during the lessons, evaluating progress. These short-term assessments help teachers to adjust their weekly lesson plans. Teachers also make assessments at the end of every term. The teacher uses these to inform planning for the next term.

Each teacher will keep samples of their children's work in a portfolio (Foundation File) which can be found in each year group. Examples from higher achievers, middle achievers, low achievers and children with SEN will be found with a national curriculum level for each child in their class. This demonstrates what the expected level of achievement is in MFL in each year in KS2, thus demonstrating progression.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching MFL is the responsibility of the subject leader, supported by the headteacher. The work of the subject leader also involves supporting colleagues in their teaching, informing them of recent developments and providing a strategic lead and direction for MFL in the school. The leader may have specially allocated management time in which to review resources, sample of children's work and to undertake lesson observations of MFL teaching across KS2.

Conclusion

We very much hope that Balladen pupils will benefit from their early start in learning a Modern Foreign Language and that this will provide a sound basis for future learning.