

Subject: Modern Foreign Language



Person Responsible: Katrina Blundell

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1. Curriculum Aims

The overall aim for teaching a foreign language is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach a foreign language and use it effectively in other subject areas. Language teaching at Lodge Farm Primary School aims to provide opportunities for the children to:

- engage with another language in a way that is stimulating and enjoyable;
- foster an interest in learning other languages and to lay the foundations for future lifelong learning;
- understand that language has structure, and that the structure differs from one language to another;
- develop confidence, accuracy and competence in their phonological awareness, speaking and listening, reading and writing skills;
- express themselves creatively and imaginatively in another language;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and develop their awareness of cultural differences in other countries;
- be able to apply knowledge to real life situations e.g. holidays;
- gain enjoyment, pride and a sense of achievement.

2. Curriculum content and planning

At Lodge Farm our EYFS and Key Stage 1 children are introduced to basic French language, French culture and key vocabulary from other foreign languages as part of their curriculum. French is taught in Key Stage 2 for approximately 30 minutes per week, which includes:

- short interactive activities;
- songs;
- stories;
- rhymes.

Class teachers and PPA cover teachers currently teach these sessions. Staff are supported with training opportunities to develop their expertise to deliver the Languages curriculum based upon feedback from the Languages skills audit completed at the beginning of each academic year. Due to the new National Curriculum, from September 2014, there was a change to our curriculum delivery in Key Stage 2.

The curriculum that we follow aims to:

- provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language;
- use active learning to stimulate and engage motivation through mime, role play, puppets, toys, games, songs and stories to maximise enjoyment;
- embed languages in class routines and school life;
- integrate language learning across the curriculum to connect with learning in other subject areas;

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 independently, in pairs and groups, and communicate in the other language;
- look at life in another culture;
- build up to writing, spelling and using correct grammar in years 5 and 6

Cross-curricular links

The study of a foreign language can benefit and support the whole curriculum, providing opportunities for the children to make connections, and reinforce understanding and learning. At Lodge Farm we promote the spontaneous use of language outside of the language lessons. Each week every class learns a new key phrase, in French, which are revisited and built upon throughout the subsequent weeks within the school year, providing children with a repertoire of key phrases which they can use every day.

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- **Registration:** answering the register and dinner register using some of the learnt language from the whole school weekly phrases or French lessons;
- **Literacy:** development of speaking and listening skills, the origins of words, intonation and pronunciation, identification of patterns and parts of speech, knowledge and understanding of grammatical structures and sentence construction, different text types, poetry, storytelling and drama, and building and reinforcing dictionary skills;
- **Maths:** counting and numbers, calculations, real life problems, money and currency, time, the date, data collection and analysis, distance and speed;
- **Science:** parts of the body and life cycles;
- **PSHE:** knowledge of other countries, cultures and traditions, sensitivity to difference;
- **Music:** rhyme and rhythm in songs, phrases and words, learning traditional songs and exposure to music and performers from France, singing assemblies;
- **Geography:** comparison of home and France, similarities and differences (locations, climate, topological features, culture)
- **History:** specific periods of history relating to France, knowledge of French artists, inventors, scientists;
- **RE:** Religious customs and traditions in other cultures, celebration of festivals, storytelling and calendars;
- **PE:** physical responses to instructions, games and dances from France;
- **ICT:** presentation of work through word processing and PowerPoint, Audio/video recording, use of Internet for research.

3. The role of the subject leader

To improve outcomes for learners at Lodge Farm, we monitor teaching and learning in Languages in the same way as we do all the other subjects that we teach in school. The Languages subject leader monitors and leads Languages in the following ways:

- informal discussion with staff and feedback from the Languages skills audit;
- pupil voice;
- providing linguistic support through parent native speakers and Language ambassadors from Nobel, our link secondary school;
- CPD training for all staff, either in-house or from external agencies;
- learning walks for observation of language displays;

- planning scrutiny;
- work scrutiny;
- lesson observations;
- assessment analysis;
- keeping abreast of new developments in the subject;
- updating the policy, scheme of work and contributing to the SDP;
- budget management;
- resource audits.

The subject leader also reports to the SLT and governing body on the progress of children in Languages in the same way as for progress in any other subject. The governors' Teaching and Learning committee has the responsibility of monitoring the success of our teaching of Languages.

4. Assessment and recording

Assessment is an ongoing process within MFL and it is used to inform future teaching and learning. Children will be assessed throughout the year on different topics they have learnt which will lead up to an overall assessment at the end of each academic year against age related criteria.

5. Special needs and equal opportunities

A foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. At Lodge Farm we teach a foreign language to all children, whatever their ability, race or gender. We recognise the motivational advantages of the use of Languages by children with special educational needs. Through our foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's different needs, taking into account other languages spoken at home.

6. SMSC and British Values

People, their relationships and their interactions with others are a really important part of what we teach, and the cultural immersion of learning a language cannot be avoided. In MFL, we give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes. The government set out its definition of 'British values' and we reinforce these regularly in the following ways:

Democracy – All pupils have the opportunity for their opinions to be heard during class discussions.

The rule of law – When learning a countries' language, children have to opportunities to discuss their laws in comparison to Britain.

Individual liberty – All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school strives to promote equal opportunities and fairness of distribution of MFL resources. Children who use other languages at home are encouraged to use them for educational benefit within school.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – Pupils will gain insights into ways of life, cultural traditions, morals and social developments of other people that may differ to theirs.

7. Resources

From September 2017, years 3, 4, 5 and 6 will deliver the curriculum through Language Angels.

Year 3	Year 4	Year 5	Year 6
Autumn 1 Core vocabulary and phonetics Autumn 2 I'm Learning Spring 1 Animals Spring 2 Musical instruments Summer 1 Little Red Riding Hood Summer 2 I can...	Autumn 1 Presenting myself Autumn 2 Family Spring 1 The Tudors or Habitats Spring 2 At the cafe Summer 1 The classroom Summer 2 Goldilocks	Autumn 1 Do you have a pet? Autumn 2 What is the date? Spring 1 Weather Spring 2 Clothes Summer 1 The Romans Summer 2 Habitats	Autumn 1 Verbs and Grammar Autumn 2 At school Spring 1 The weekend Spring 2 World War II or Habitats Summer 1 Healthy lifestyles Summer 2 The Planets

The materials demonstrate how to teach the language in an age-appropriate way, to children in Key Stage 2, with a focus on linguistic progression and with strong links to Literacy. The materials will support the development of children's confidence and competence of each child in French. This scheme of work will help children to develop and demonstrate substantial progress in the 5 key language skills necessary for learning:

- Speaking
- Listening
- Reading
- Writing
- Grammar

8. Health and Safety

Health and safety arrangements are in line with the school's policy to ensure the safety of children in learning environments.

9. Review procedures

This policy will be reviewed during Autumn Term 2019.