



MODERN FOREIGN LANGUAGES POLICY

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Introduction

At Lawn Primary School we believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

At Lawn children will have the opportunity to learn elements of a language, including Spanish, during their time with us. This follows discussion and planning with language co-ordinators from Woodlands school (which is the main secondary we feed to) who teach languages. When children arrive at Woodlands they are grouped, regardless of previous knowledge or learning, into a language from Year 7. We feel that giving children a good overall grounding in languages during their school career at Lawn will aid and support further learning at secondary school.

Aims and Objectives

The aims and objectives of MFL in our Primary School are to ensure that all 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.

Differentiation

Pupils will be given appropriate support and challenge according to their ability. Role-plays, games and songs with actions will all be included in language sessions so that all children can participate in language lessons.

Programme of Study, Assessment and Record-keeping

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- 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, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Most assessment is formative and used to support teaching and learning and inform future planning. Following the abolition of compulsory usage of attainment target levels in the summer of 2014, KS2 children studying Spanish will receive summative assessment twice a year. A traffic light system will be used to show progress:

- Level 1 – Sound understanding of tasks given, however struggling with some elements of the language.
- Level 2 – Good understanding of tasks given, demonstrating no signs of difficulty.
- Level 3 – Excellent understanding of tasks given, fantastic ability throughout Spanish classes.

Assessments will be carried out by the Spanish teachers and data passed on to class teachers for recording.

Role of Subject Leader

The Subject Leader will facilitate the use of languages in the following ways:

- Write and review policies with support from the appropriate curriculum team.
- Auditing and replenishing resources
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments
- By monitoring the curriculum
- To build links with our closest secondary school, Woodlands, to share good practice.

Approaches to teaching language

At Lawn we believe that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. We will use community and other links (Derby University) to expose pupils to native speakers as well as ICT. The school endorses the Framework's five principles to develop a distinctively primary approach to language learning:

- 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 engage motivation

- Use games and songs 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

At Lawn languages are taught as follows:

Foundation and Year 1 & 2 – simple vocabulary in several different languages, for example replying to the register in the morning and afternoon.

Year 3 – Year 6: Spanish, taught by specialist Spanish teachers.

Teaching language to SEN pupils

All pupils at Lawn are taught MFL whatever their ability. It forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified during target planning meetings.

Planning and Resources

All KS2 planning is undertaken by specialist Spanish teachers (Primary PPA Cover), who follow the LinguaLearn units.

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs, and audio/visual materials. The Catherine Cheater scheme of work for French is available and used. The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage.

Links with secondary school

We are building strong links with the MFL department at Woodlands School. We believe that by doing this we can share best practice and provide a successful transition into language at secondary school for our pupils.

Websites for reference/resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

<http://webarchive.nationalarchives.gov.uk/20130802151255/https://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/attainment>

http://www.primarylanguages.org.uk/policy_research/policy_and_reform/key_stage_2_framework.aspx

<http://www.thegrid.org.uk/learning/mfl/ks1-2/weblinks.shtml>

<http://www.bbc.co.uk/languages/>

http://www.bbc.co.uk/schools/websites/4_11/site/languages.shtml

<http://www.bbc.co.uk/schools/primarylanguages/>