

MFL Policy

01 November 2011

17:38

Modern Foreign languages Policy

Rationale:

We believe that every child should have the opportunity throughout Key Stage 2 to study a Modern Foreign Language to enable children to learn about, and foster an interest in, another language and culture - other than their own. This will enable them to develop personal qualities, skills, knowledge and understanding, make a major contribution to their communication and literacy skills and raise awareness of other cultures through intercultural understanding.

Aims and objectives:

The aims and objectives of learning a Modern Foreign Language in primary schools are to:

- Foster an interest in learning other languages;
- Introduce children to another language that is enjoyable and fun;
- Stimulate and encourage children's curiosity about language;
- Encourage children to be aware that language has structure and that the structure differs from one language to another;
- Help the children to develop their awareness of cultural differences in other countries;
- Develop their speaking and listening skills;
- Lay the foundations of future study;
-

Learning objectives are based on the progressive strands of teaching and learning as set out in the Key Stage 2 MFL Framework. These strands include objectives for **Oracy, literacy, Intercultural Understanding** and **Knowledge about language**.

Planning MFL:

Planning in key Stage 2 is based upon the **Catherine Cheater Scheme of Work for French**. The Scheme of Work provides lesson plans and practice parcels which will allow children to progress in their learning and reach the levels outlined in the KS2 framework for Languages.

The scheme provides teachers with a structure and a recommended set of resources through which these expectations might be met. A recommended DVD and audio CD are used to help to bring other native-speaker voices into the classroom, and to make the learning culturally-based and enjoyable.

Resources:

A variety of resources are available and are currently stored in KS2 spare classroom. Resources include children's reference books, teachers' resources, story books, CD ROMs and audio/visual materials.

Each team has a French/English dictionary.

Each year group has labels for most classroom objects and labels detailing the days of the week and months of the year.

There is a section in the non-fiction library for read-alone dual language books.

The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Cross curricular links:

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

- Aspects of **Literacy** such as speaking and listening, knowledge and understanding of grammatical structures and sentence construction.
- Aspects of **Numeracy** such as counting, money, time and date.
- Aspects of **music** such as learning traditional and modern French songs.
- Aspects of **PSHE** such as international or multi-cultural work, for example celebration of festivals and story telling.
- Aspects of **ICT** such as e-mail with French school, materials from the internet and satellite television.
- Aspects of the **geography** and **history** of France.
- Aspects of **art** and **science**, by studying famous French painters, architects and scientists.

Inclusion:

It is the policy of Sherborne Abbey Primary School to ensure that every child receives an equal opportunity within MFL activities, regardless of race, gender, ability or Special Educational Needs.

Any children identified as having 'special needs' are given help that they require.

Assessment:

There is no statutory assessment for formal assessment of each strand of the Primary Languages Framework to take place, however teacher assessment is used to inform future planning and to review children's progress; enabling the teacher to differentiate the style of questioning and conversation used for individual children.

Teachers assess children's progress informally during the lessons, evaluating progress against the four main attainments Targets of:

- Speaking
- Listening and responding
- Reading and responding
- Writing

Monitoring:

Monitoring is carried out by the headteacher and the subject leader for Languages, in the following ways:

- Informal discussion with staff and pupils
- Observation of Languages displays
- Collection of class Languages files
- Looking at the work in their individual paper files or notebooks
- Classroom observation

There is an annual review of this policy by the subject leader for Languages. A major review involving all staff will take place every three years.

