



## **Modern Foreign Languages (MFL) Policy**

### **Principal Aim**

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and communication skills, 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 as well as giving them a new perspective on their own language.

Glenmere Primary School's chosen language for KS2 is French and Spanish, based on staff knowledge and availability of quality resources. The lessons are delivered by a qualified languages specialist and the split of teaching time is flexible: it can be delivered in short or longer sessions depending upon the nature of the activity and the age of the children. Recommended resources are available in school. These include physical resources and computer programmes to support the class teaching.

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 their learning.
- Explore own cultural identities and those of others.

### **Curriculum organisation**

In line with Framework guidelines, all pupils learn languages for approximately 60 minutes per week. This time allocation is made up of a combination of language lessons, lasting 30 to 40 minutes, teaching language through other subject areas and using language for real purposes in daily classroom routines.

## **Lesson Content**

The French and Spanish lessons in KS2 may include:

- Learning vocabulary.
- Asking and answering questions.
- Teaching of basic 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.
- Reading stories and using simple Dictionaries.
- Beginning to write simple phrases and sentences.

Languages will be included, where appropriate, in whole school occasions e.g. individual classes may choose to do class presentations to parents. Languages will be used in displays that relate to the children's learning. Languages other than French and Spanish may be used within individual classes, for example when answering the register, but French and Spanish will be the assessed language.

Children with a keen interest or great skill in learning languages can attend an in-school French club to develop their abilities further.

### **Language Learning Stimulates Children's Creativity in EYFS and KS1**

Children take 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 and experiment creatively with language.

### **Foreign Languages and Inclusion**

In all classes children have a wide range of abilities, and teachers seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. A foreign language is a highly inclusive subject and the initial focus will be on enjoyment. Languages is taught to all our children, whatever their ability and individual needs: it forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that enable all pupils to make good progress; and meet the needs of those pupils with Special Educational Needs, those with disabilities, those with special gifts and talents.

## **Curriculum management - Roles and responsibilities**

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

- Updating the policy and scheme of work
- Ordering/updating resources
- Keeping staff aware of new developments
- Taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Language capability and that progression is taking place
- Supporting staff in developing pupils' capability
- Attending appropriate courses to update knowledge of current developments, and by keeping links with local secondary schools
- Monitoring the curriculum