



The Spinney Primary School Modern Foreign Languages Policy

1 Introduction

Since 2006 pupils in the Spinney school have had the opportunity to learn a Modern Foreign Language. This underpins the National Languages Strategy for all pupils to have the opportunity to learn a foreign language by 2010 and “develop their interest in the culture of other nations”.

French is taught to all pupils in The Spinney from foundation stage to Year 6 and is a planned part of the weekly curriculum.

We do this because we believe that if children are to become fluent language speakers in later life, they should develop an ear for languages from an early age. We also believe that in order to interest, excite and motivate the children we need to “catch them young” when they are less self conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

2 Aims and Objectives

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun
- To help children develop awareness of cultural similarities and differences in different countries
- To develop their speaking and listening skills
- To develop awareness of sentence structure and grammar
- To lay the foundations for future study

3 Organisation

French is taught to the KS1 children for up to the recommended 45 minutes a week and for upper KS2 children for one hour per week. We use a variety of techniques to engage the children’s interest and secure participation including stories, songs, puppets and role play.

4 The Curriculum

French is the modern foreign language that we teach in our school. The curriculum that we follow is based on the Languages Programme of Study for The National Curriculum and we use Tout Le Monde resources to support this. We teach the children to know and understand how to:

- Use a variety of nouns and simple verbs in the first instance
- Ask and answer questions;
- ·use correct pronunciation and intonation;
- ·memorise words
- ·interpret meaning;
- ·understand basic grammar
- Use bilingual dictionaries;
- Develop geographical knowledge of French speaking nations
- Start to engage in active dialogue in purposeful contexts
- Work in pairs and groups, and communicate with each other
- Promote intercultural awareness

5 Teaching and Learning Styles and Approaches

We currently base the teaching and learning on the Languages Programme of Study for The National Curriculum. We use units of work from the 'Tout le Monde' scheme. We adapt the external scheme to the context of our school and the abilities and interests of our children.

We use a variety of techniques to encourage the children to have an active engagement in modern foreign language: these include games, role-play and songs (particularly action songs). We sometimes use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We develop listening, speaking, reading and writing skills within in the lessons. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the teaching, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

6 Assessment

We use ongoing formative processes to assess the children's progress in this subject. There are currently no formal summative assessments however, we use end of unit summative assessments to record the pupils progress.

7 Monitoring and Review

The MFL leader and headteacher monitor the teaching and learning in this subject. As part of a curriculum visit governors have the responsibility of monitoring overall progression and achievements in MFL.

8. Inclusion

The school is committed to ensuring access and inclusion for all its pupils and believes that each child deserved the opportunity to fulfil their potential. We achieve this by ensuring that our planning meets the needs of all pupils: boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

This policy was written on 25th January 2011 by Emily Garrill

This policy should be reviewed by the MFL subject leader annually and by the FGB every three years.

Date	Where?	What was done?
March 2011	Staff Meeting	Consultation on draft policy
	Governors SD	Consultation on policy
January 2012	Own time	Policy reviewed
January 2012	Staff meeting	Consultation on policy
January 2014	Own time	Policy reviewed
January 2014	Staff meeting	Consultation on policy
January 2016	Subject leader time	Policy updated
January 2016	Staff meeting	Consultation on policy