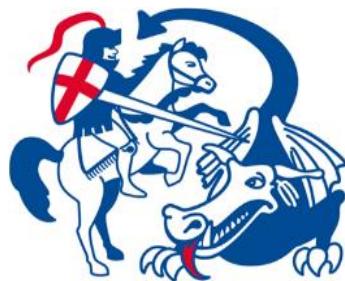


Modern Foreign Languages Policy

**Reviewed: September 2022
Next Review: September 2023**

St George's Church of England Primary School



Bringing faith and education together

**Reviewed by Mrs E Geogagan, Modern Foreign
Languages Subject Lead.**

At St. George's Primary School we ensure that all of our pupils in years 1 - 6 are taught the full National Curriculum and in doing so meet statutory requirements. Our Reception class work from the Early Years Foundation Stage Curriculum.

A Policy for Primary Languages

UNICEF Convention on the Rights of Children Article 3
(The best interests of the child must be a top priority in all actions concerning children)

Rationale:

The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and objectives:

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

- meet the aims of the National Curriculum;
- introduce young children to another language in a way that is enjoyable and fun;
- foster an interest in learning other languages;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- reinforce and expand their knowledge and understanding of their own language;
- help the children develop their awareness of cultural similarities and differences in other countries;
- increase their listening, speaking and writing skills;
- introduce children to simple vocabulary and structures which can be used in a variety of contexts in the normal school day, e.g. date, classroom organisation, routines, songs, thus making PL normal and developing confidence.
- develop language learning strategies that will lay the foundations for future study.

Learning Outcomes:

Children will have had experience and exposure to languages other than English by the end of KS2 through the progressive strands of speaking, listening, reading and writing. There are two cross-cutting strands of knowledge of language and language learning strategies. These combine to give children a varied approach to language learning.

Principals of Teaching and Learning:

To meet the aims and attainment targets of the National Curriculum, a Spanish scheme of work has been developed, which provides structured progression, alongside reinforced activities. The SoW encompasses Year 3 to Year 6. It is recommended that 30 - 45 minutes a week is spent on Spanish.

Simple language is introduced to children in Foundation Stage and KS1, which is integrated into the school day via such things as songs, routine classroom organisation, e.g. taking the register, doing the date, being polite or exploiting Maths and English opportunities.

Listening, responding and speaking skills are emphasised in KS1 and then simple reading and writing skills introduced in KS2. A multi-sensory and kinaesthetic approach to teaching is used to address varied learning styles, i.e. teaching through games, rhymes and songs, as this serves to reinforce memory.

Home languages are valued and sharing them in class is encouraged.

Differentiation and Special Needs

Policy and practice in MFL will reflect the whole school and encompass the full range of age and ability including the most able. For the least able the task will be adjusted or pupils may be given extra support. The full range of strategies to achieve differentiated learning will be employed including differentiated tasks, resource, support and pupil grouping.

Breadth and Balance

Teaching will seek to bring about basic knowledge and understanding of Spanish. The SoW ensures a balanced coverage.

Relevance

MFL will be made relevant by integrating it into pupils' daily lives at school and using it in other subject areas where links can be made.

Cross Curricular Skills and Links

Pupils can enhance speaking and listening in another language. Increased exposure to MFL in Key Stage 2 will contribute to literacy levels as exposure to MFL contributes to development and understanding of grammar, spelling and punctuation. They can take elements of the learning and apply it in other contexts, e.g. learn numbers and then use them in mathematical applications. There is ample opportunity for singing. Songs are provided by our SoW, JMBeducation, as well as Internet materials in Spanish to practice the language through ICT.

It is possible to look at aspects of the culture of other countries' history, geography, art, dance and music. Exposure to other languages reflects back into the mother tongue to illustrate etymological links, e.g. the months, days, words derived from Spanish such as, patio, macho and breeze (brisa).

Continuity and Progression

A Scheme of Work showing progression from Year 3 to Year 6 in Spanish has been developed, showing progression between each year group while reinforcing language learnt.

In KS1/Lower KS2 some of the lesson can be taught in the target language, moving to more of the lesson in Upper KS2.

Health and Safety

Health and safety issues may arise in MFL on a number of occasions for example when children:

- Use audio visual equipment, it should be checked for safety

Assessment

There is no statutory requirement for assessment. However, children's progress is assessed informally and continuously during the lessons by the teacher through observations, review of work and informal assessment of individual, paired and group

activities. Children should be encouraged to self-assess using strategies such as traffic lighting, thumbs up/down and mini whiteboard activities. A statement about Primary Language learning will be reported to parents at the end of the year.

Subject Leadership

The subject leader will:

- Provide a policy for the school
- Liaise with MFL Governor
- Encourage and enthuse other staff to agree to the policy
- Liaise with KS3 teachers where appropriate
- Ensure all pupils receive their entitlement of MFL and sufficient time is available to deliver the agreed syllabus
- Manage relevant resources
- Support staff in areas of need within the subject

Resources

We use a variety of resources both interactive and stand alone. The school has purchased the SoW, JMBeduction, as well as teachers using and creating their own resources from books and the internet.

All resources will be stored safely, be easily accessible and kept in good condition.

Review

- The school shows evidence of commitment to MFL by using it in class and whole school situations
- Signs around school
- Activities based on other countries such as celebrating the European Day of Languages
- The subject leader will monitor MFL in line with the school's monitoring policy

This policy will be reviewed every year.