



pupil voice



respect



independence



dignity



entitlement



MODERN FOREIGN LANGUAGES POLICY

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|-----------------------|----------------------|
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An academy within:



“Learning together; to be the best we can be”



Introduction:

This policy details the ethos and philosophy in relation to the teaching of modern foreign languages.

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.

Aims:

At Kelford School we support the view that learning a modern foreign language is an entitlement for all pupils during their time in school. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for the following reasons:

- We believe all pupils should have the opportunity to discover if they enjoy and can make progress in learning a language.
- We believe all pupils should have equal opportunities to access the curriculum irrespective of race, gender or ability.
- Modern foreign language teaching and learning improves the development of communication skills including listening and concentration and of all literacy skills in the pupils own language.
- Pupils have the opportunity learn about different cultures, communities and ways of life.

Objectives:

Our main objective in teaching a modern foreign language at Kelford School is to encourage a positive attitude to different languages and cultures, and to develop communication skills. We believe that, to accomplish this, we should help children to do all of the following:

- Familiarise themselves with the sounds and written form of a modern foreign language;
- Develop particular language learning skills;
- Begin to understand a new language, and communicate in it



- Learn about different countries and their people, thus increasing their awareness of other cultures;
- Develop a positive attitude towards the learning of foreign languages in general;
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and in writing.

Organisation and Approaches to Teaching and Learning:

French is taught throughout Key Stages 2, 3 and 4. We currently teach French in Key Stages 2 - 4.

Key stage 2 is taught in 3 half term blocks across the school year, 1 x 45min lesson per week, by class teachers. Key stage 3 and 4 is taught weekly 1 x 45 min lesson by a language specialist.

Long Term Plans per Key Stage:

| Key Stage 2 | Half term 1 | Half term 2 | Half term 3 |
|-------------|------------------------------|-------------|-------------|
| Year 3 | French culture and greetings | Colours | Colours |
| Year 4 | French culture and greetings | Number | Number |
| Year 5 | French culture and greetings | Foods | Foods |
| Year 6 | French culture and greetings | Body Parts | Body Parts |

| Key Stage 3 | Term 1 | Term 2 | Term 3 |
|-------------|---|--|--|
| Year 7 | French culture and greetings , colours , numbers , foods , body parts – Revision of all topics covered in KS2 Daily activities Noel – Christmas | Weather , seasons Clothing , colours , size Paques - Easter | Family members Numbers to 20 Age , birthday , dates , calendar , days of the week months Celebrations – 14 th July Bastille Day |
| Year 8 | Animals and pets , size , colour , preferences Noel – Christmas | Food and drink , preferences , cafes and restaurants , cooking ,French specialities Paques - Easter | In the town – places Travel , means of transport , asking the way Celebrations – 14 th July Bastille Day |
| Year 9 | Hobbies and pastimes Preferences , French games Noel – Christmas | What am I like ? Body parts , size , shape , colour , character , Guess who? Paques- Easter | French music dance and art - Colours , sounds , instruments Celebrations – 14 th July Bastille Day |

| Key Stage 4 | Term 1 | Term 2 | Term 3 |
|-------------|--|--|---|
| Year 10 | Revision and continuation of topics covered in KS3 Shopping and money Different shops , asking for items Noel – Christmas | School day Lessons , places in the school , timetables Time Paques - Easter | Illnesses and parts of the body Going to the doctor / dentist / hospital 14 th July Bastille Day |



| | | | |
|----------------|--|---|---|
| Year 11 | Daily activities – cont from KS3 , Helping at home Noel – Christmas | Holidays Places to visit , holiday activities , weather Paques - Easter | Stories and poems Listening to and learning simple stories and poems 14 th July Bastille Day |
|----------------|--|---|---|



The Contribution of Modern Foreign Languages to Teaching in Other Curriculum Areas:

English: The learning of a modern foreign language naturally contributes to the development of our children's speaking and skills. It also develops the children's understanding of linguistic features such as rhyme, rhythm, stress and intonation.

Mathematics: Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that, reinforce the counting and calculation skills, expand their understanding of date, and increase their knowledge of money.

PSHE & CIT: One of the main benefits to the children of learning a modern foreign language during the primary phase of education is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which, in turn, increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, Moral, Social and Cultural Education: By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography: We ask the children to conduct research on the different countries in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons, children will learn about the climate of the countries in which the language is spoken.

Music: We teach children songs in the Modern Foreign Language – both traditional and modern – which, of course, helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the relevant countries.

History: We teach children about significant historical figures and events in the history of the countries whose language we are studying.

Science: Children reinforce their knowledge of body parts through related games, such as a French version of "Simon Says", or "Head, Shoulders, Knees and Toes",

Teaching strategies used:

We place our main focus on speaking and listening in lessons, areas of learning which we believe are vital for our students. We have learned that using Makaton signing and symbols, alongside spoken French eliminates the need for translation as well as encouraging children with limited or no speech to engage fully in the activities, adopting the schools expectation of a 'total communication' approach.

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 that they make in the foreign language, however tentative.

We use a variety of techniques to encourage the children to engage actively in learning a modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and a wide range of sensory objects and activities to engage students with sensory needs



Responsibilities:

The **Senior Leadership Team** is responsible for:

- Overseeing the whole school curriculum within each phase
- Supporting and challenging the thinking of the staff within Primary and Secondary Departments.
- Monitoring progress through data analysis and pupil progress meetings

The **Subject Leader** is responsible for:

- Monitoring the standards of children's work and the quality of planning and teaching in MFL.
- Supporting colleagues in developing their knowledge, skills and understanding.
- Keeping up to date with developments in the subject.
- Providing a strategic lead and direction for the subject in the school, as well as reviewing strengths and weaknesses, and indicating areas for development.

The **Class Teacher** is responsible for:

- Planning and delivering teaching to a high standard.
- Evaluation and assessment of learning through Medium term planning and reports.
- Seeking support in knowledge and understanding of the subject from MFL subject leader as required

Monitoring, Assessment and Recording:

French is currently assessed through evaluation of half termly personalised targets and termly assessment using P-Levels and Age Related Expectations. Progress is monitored in termly pupil progress meetings and MFL lead scrutiny of planning and data. Progress is reported to families in parent carer meetings and in end of year reports.