



Modern Foreign Languages Policy – October 2017

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Policy for Modern Foreign Languages

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The contribution of MFL to the Primary school curriculum

Learning a foreign language is 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.

Primary National Curriculum 2014

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

At Godmanchester Community Academy we aim to:

- foster an interest in learning other languages;
- introduce young children to other languages in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- help children develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

The children are taught how to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- understand basic grammar appropriate to the language being studied, key features and patterns of the language; and how these differ from or are similar to English.

Organisation

Modern Foreign languages (MFL) are not required to be taught in Key Stage 1, but opportunities will be available within the school year during topic lessons or special days where children are exposed to other languages and cultures.

- In Key stage 2 the language is taught in a whole-class setting, by the class teacher. The MFL curriculum is based on schemes that show a progression in language learning.
- In Year 3 Spanish is taught using the tu y scheme as an introduction to learning languages
- In year 4 the scheme from the Goethe Institut 'Felix und Franzl' is used.
- In years 5 and 6 there is a plan that builds on the work done in lower key stage 2 in preparation for Key stage 3 using the Early Start German scheme (1 and 2)

Differentiation

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

The scheme of work is designed to cater for pupils working at different levels. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all pupils complete all tasks);
- grouping pupils according to ability in the room and setting different tasks for each group;
- providing resources of different complexities. matched to the ability of the child;
- using additional resources to support the work of individual children / groups of children;

Allocation

The Modern Foreign language is taught once a week in every Key Stage 2 class and the lessons last 30- 40 minutes long. There may be opportunities for shorter sessions e.g. before lunch, to consolidate learning through songs. There may also be opportunities for teachers to set homework within Language lessons but it is not compulsory.

Cross curriculum links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry and stories
- **ICT:** use of e-mail with school in Germany or Spain, video conferencing and audio stories, presentation of data, word-processing
- **Citizenship:** the multilingual society, knowledge of other countries and cultures
- **Mathematics:** counting, calculations, the time and the date, money
- **Geography:** work relating to the study of other countries, weather
- **Science:** work on parts of the body, animals
- **Music:** rhyming, rhythm, singing, composition, world music
- **RE:** international or multicultural work, celebration of festivals, customs
- **History:** work relating to the study of other countries, famous people, world events
- **Art:** descriptions of paintings; famous artists
- **PE:** physical responses to the teacher's instructions issued in the language being learnt, traditional dance

Resources

A variety of resources are available in school. These include teachers' resources, CD talking books, dictionaries and audio and visual materials. Most of these are kept in the classrooms such as dictionaries but there is a central resource area where general resources are kept. Songs and videos that are required for the teaching of Felix und Franzi are kept on Staff share so staff can access these. Year 3 classrooms keep their Spanish resources. A variety of classroom equipment will be labelled in the taught language. MFL greetings will be displayed on classroom doors. This is the class teacher and MFL coordinator's responsibility.

Assessment

Most assessment is formative and assessment is through questioning. A language learning record is kept within the child's book to indicate what skills and themes have been covered. A portfolio is kept of sample work and displays. MFL work will be marked in line with the school policy on marking. For reporting purposes an informal comment of the level of a pupil's capability will be given in reports to parents.

Assessment will be based on the language learning ladders. Each year group will have a target sheet that is based on the MFL objectives for listening, reading, writing and cultural understanding. These are to be attached to the folder/ book. Children are to self-assess before teacher assessment.

Community links

The school has developed a link with a school in Wertheim, Germany which is twinned with Huntingdon. This will give opportunities to write and present in German to a wider audience.

Links with the local secondary school are being developed to ensure continuity as the children progress to Key Stage 3.

Role of the coordinator

The subject leader is responsible for the coordination of German and Spanish throughout the school. This includes:

- Auditing and purchasing resources
- Reviewing the language policy
- Monitoring standards and progress
- Attending meetings/courses relevant to the subject
- Liaising with the feeder school.
- Ensuring teachers are aware of curriculum coverage and skills progression documents

- Feedback to Head teacher and Governor responsible for MFL

Review

This policy is a practical working document for the teaching and learning of German/Spanish throughout Key Stage 2 in the school. It is therefore suggested to regularly review in the light of experience, monitoring and changes to national guidance.

Policy Details	Date	Name
Policy approved by Senior Management:	Nov 2017	Claire Wood
Policy approved by Senior Governor	Nov 2017	Roger Coxhead
Date of next review:	Nov 19	

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: GCA - 1A/ 08 ML

Appendices:

- MFL curriculum map
- Year group targets

Appendix 1:

MFL 2017-2018 Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Spanish	Colours	Animals and	Features of	Food	Houses

	Greetings Numbers	Days of the Week Christmas	numbers <i>Jack and the Beanstalk</i>	people School objects	Weather	Sports Case study: Spain
Year 4	Introduction : Meeting & Greeting, colours	Numbers, Birthdays, animals, Christmas	Fruit Food and Drink	Clothes <i>Grimms fairy tales</i>	Houses Body parts	Weather Case study: Switzerland
Year 5	Greetings Birthdays Colours German author study St Martin's Day – 11 th November	Numbers <i>The Hungry Caterpillar</i> Food Anglo Saxon Migration Christmas in Germany	All about me My pet and other animals Springtime in Germany	Chinese New Year My family Finding out about German towns Ostern/Karneval	Weather – giving a weather forecast Famous German role models	German alphabet Constructing sentences Case study: Austria
Year 6	My Home and town German unity day (3 rd October)	Travel and directions Oktoberfest	Food and drink Café role play	Parts of the body Describing myself	School School subjects Clothes	Leisure activities Case study: Wertheim Transition work

Skill	Year 3	Year 4	Year 5	Year 6
Oracy	<p>Listen and respond to simple rhymes, stories and songs</p> <p>Recognise and respond to sound patterns and words</p> <p>Perform simple communicative tasks using single words, phrases and short sentences</p> <p>Listen attentively and understand instructions, everyday classroom language and praise words</p>	<p>Listen and respond to simple rhymes, stories and songs</p> <p>Recognise and respond to sound patterns and words</p> <p>Perform simple communicative tasks using single words, phrases and short sentences</p> <p>Listen attentively and understand instructions, everyday classroom language and praise words</p>	<p>Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts</p> <p>Understand and express simple opinions</p> <p>Listen attentively and understand more complex phrases and sentences</p> <p>Prepare a short presentation on a familiar topic</p>	<p>Understand the main points and simple opinions in a spoken story, song or passage</p> <p>Perform to an audience</p> <p>Understand longer and more complex phrases or sentences</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories</p>
Literacy	<p>Recognise some familiar words in written form</p> <p>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>Experiment with the writing of simple words</p>	<p>Read and understand a range of familiar written phrases</p> <p>Follow a short familiar text, listening and reading at the same time</p> <p>Read some familiar words and phrases aloud and pronounce them accurately</p> <p>Write simple words and phrases using a model and some words from memory</p>	<p>Re-read frequently a variety of short texts</p> <p>Make simple sentences and short texts</p> <p>Write words, phrases and short sentences, using a reference</p>	<p>Read and understand the main points and some detail from a short written passage</p> <p>Identify different text types and read short, authentic texts for enjoyment or information</p> <p>Match sound to sentences and paragraphs</p> <p>Write sentences on a range of topics using a model</p>

<p>Intercultural understanding</p>	<p>Learn about the different languages spoken by children in the school</p> <p>Locate country/countries where the language is spoken</p> <p>Identify social conventions at home and in other cultures</p> <p>Make indirect or direct contact with the country/countries where the language is spoken</p>	<p>Learn about festivals and celebrations in different cultures</p> <p>Know about some aspects of everyday life and compare them to their own</p> <p>Compare traditional stories</p>	<p>Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>Recognize similarities and differences between places</p> <p>Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>Compare attitudes towards aspects of everyday life</p> <p>Recognize and understand some of the differences between people</p> <p>Present information about an aspect of culture</p>
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