

Brinsworth Howarth Primary

Policy for The Teaching and Learning of Primary Languages



September 2023

Date for Review: September 2024

What is the intent of MLF in our school curriculum?

The overall aim for Modern Foreign Languages is to enrich learning and language acquisition for all pupils and to ensure that teachers develop confidence and competence to teach French. We aspire to expose our pupils to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. However, our intent can be further broken down.

General

- To increase children's linguistic competence through regular timetabled French sessions.
- To explore cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop speaking, listening, reading and writing skills.
- To respect and understand other cultures, heritage and multilingualism.

Oracy

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Become familiar with a range of sounds and speech patterns
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

Literacy

The children will be given opportunities to:

- Read a variety of texts for enjoyment, to practise vocabulary and to develop reading skills.
- Read and listen to stories, rhymes and poems to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.
- Write simple words and phrases from memory.
- Use their writing skills to produce short texts using a model.

Intercultural Understanding

The children will be given the opportunity to:

- Consider the linguistic diversity around them.
- Make contact with native speakers (either in person or via the internet)
- Compare and contrast localities, celebrations, attitudes and traditions from other cultures
- Understand and celebrate diversity

Language Learning Skills

The children will:

- Reinforce and reinterpret knowledge and understanding of their first language
- Compare and contrast sounds and structures of their own and other languages
- Increase their understanding of rules of sounds, spellings and grammar and apply this to learning in both their first and second language
- Develop an awareness of some of the basic approaches to learning a new language and apply these in new contexts.

How will MFL be Implemented within our curriculum?

French is taught in a whole class setting by the class teacher. Lessons are designed to motivate children and have clear, achievable objectives. The Scheme of Work for French outlines which topics/content are covered in each year group.

Each class teacher uses basic French classroom vocabulary throughout the session and expects the pupils to do the same.

Although French is a cross-curricular subject, children are taught specific skills, concepts and vocabulary in a weekly dedicated French/etc lesson. Lessons focus on speaking and listening through the use of games and songs, however when appropriate children can record written work.

As a curriculum area, French has a subject leader who acts as a consultant for all activities in the school.

The role of the subject leader

The subject leader will facilitate the development of PL in the following ways:

- ~By managing the implementation of the MFL policy;
- ~By updating the policy and scheme of work;
- ~By ordering/updating/allocating resources;
- ~By identifying need and arranging support so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- ~By keeping staff up to date with new developments;
- ~By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- ~By supporting staff in developing pupils' capability;
- ~By liaising with feeder and or receiving schools;

It is the responsibility of the head teacher to ensure that statutory requirements are being met (entitlement).

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their French capability. The school promotes equal opportunities and fairness of distribution of resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Groupings should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less

able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Time Allocation

The hour a week entitlement will be phased into each year over the next 2 years as training for staff is accessed. The hour will be comprised of a dedicated 'lead lesson' with planned reinforcement activities carried out. These may be part of other lessons.

Planning

All planning is completed by class teachers following the Oak National Academy scheme of work. Teachers are to follow the suggested coverage for their Year group and reinforce this throughout other lessons. Resources to support this are available for all staff to use where necessary.

Class Organisation and Teaching Style

At Brinsworth Howarth Primary School, class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. During language sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.

Scheme of work

The scheme of work adopted is The Oak National Academy scheme.

Year 3 will begin with Unit 1 - using materials and objectives that have been identified as appropriate to ensure children are accessing essential learning.

The Units will then carry on in order until completed at the end of Year 5.

Year 6 will either access German in Summer 2 or a review of all French Units. This will be dependant on the intake at Brinsworth Academy.

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. There is also an end of unit quiz that informs the teacher of learning that is embedded.

This information is shared with the next class teacher. If any written work is produced, it is marked in line with the school policy on marking.

Monitoring

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of displays
- Collection of planning
- Looking at the work in individual learner files or notebooks
- Classroom observation

What Impact will MFL have on our curriculum?

The intended impact of the MFL Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document)

In addition, it is the intended impact that the children:

- are inspired by the MFL Curriculum and want to learn more.
- show the progression in their skills, knowledge and understanding in the work in their books.
- can discuss their learning and remember what they have learnt.
- learn about the country France and what it is like to live in this country.

Evaluation/review

There is an annual review of this policy by the MFL coordinator.

Policy Date: September 2024

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