



Working and learning together for success

Sarisbury Church of England Junior School

Modern Foreign Language Policy Statement November 2016

"Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens"

A high-quality language education should foster pupils' curiosity and deepen their understanding of the world.

Evidence suggests that the early acquisition of a foreign language facilitates a well rooted foundation for language learning in secondary school.

Sarisbury Church of England Junior School

Purpose

This policy defines Sarisbury Church of England Junior School's expectations for the teaching and learning of a Modern Foreign Language. Our school MFL curriculum follows the current government programme of study requirements.

Sarisbury Church of England Junior School provides Modern Foreign Language Education for all pupils at the school. At Sarisbury Church of England Junior School, we aim to stimulate and encourage children's curiosity about language and to foster an interest in learning other languages. We believe the teaching of a Modern Foreign Language helps to develop an awareness of cultural differences in other countries and to extend language teaching beyond mother tongue learning.

French is the Modern Foreign language taught at Sarisbury Church of England Junior School.

Aims and Objectives

The aims and objectives of learning a Modern Foreign Language in our school are to:

- Foster an interest in learning other languages;
- Introduce young children to another language in a way that is enjoyable and fun;
- Encourage children to be aware that language has structure and that the structure differs from one language to another;
- Develop their speaking and listening skills;
- Lay the foundations for future study;
- Develop the enjoyment of learning to speak another language;
- Build on and foster young children's enthusiasm and commitment in the challenge of language learning;
- Provide a medium for cross-curricular links and to reinforce knowledge skills and understanding developed in other subjects.

The children are taught how to:

- Ask and answer questions;
- Use correct pronunciation and grammar;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Work in pairs and groups and communicate in French;
- Recognise the link between written and spoken text

Organisation

Children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson. Lynn Hart and Kate Picken maintain responsibility for the management of the subject. The PPA team, which includes Kate Picken, deliver the French curriculum across the key stage.

Sarisbury Junior School aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work for French outlines which topics are covered in each year group and ensures that all children have opportunities to enjoy and achieve in their language learning. French is also part of the school day and, as such, is ongoing throughout all of children's learning. Each class teacher uses basic French classroom vocabulary throughout the day and expects the pupils to do the same.

Opportunities for speaking French should be exploited, be it in the playground or in the classroom. ALL staff in the school are responsible for ensuring this.

Teaching and Learning Styles

At Sarisbury Junior School, the part time staff are responsible for the teaching and learning in every class while ensuring that teaching styles complement and reflect the overall aims, philosophy and learning of the school of the school.

Listening, responding, speaking and simple reading skills are emphasised in KS2. A multi-sensory and kinaesthetic approach to teaching is used i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Assessment

Most assessment is formative and is used to support teaching and learning to 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 French based on their achievement of the learning objectives in the lesson. These informal assessments will be used to identify gifted and talented linguists and those requiring extra support. This information will be shared with the next class teacher and at the end of the key stage will be passed on to the appropriate secondary school. The MFL managers are responsible for liaising with the local secondary school so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

Progress will be evaluated against the four national attainment targets:

1. Listening and responding;
2. Speaking;
3. Reading and responding;
4. Writing.

Monitoring and Review

Monitoring is carried out by the head teacher or the MFL managers in the following ways

- Informal discussion with staff and pupils
- Classroom observation
- Looking at the work in individual folders
- Subject evidence portfolio levelled against framework outcomes

How do we recognise talented linguists?

Pupils who are gifted in modern foreign languages are likely to:

- have a strong desire to put language together by themselves
they apply principles from what they have learned to new situations, transforming phrases and using them in a different context, often with humour
- show creativity and imagination when using language
they often extend the boundaries of their knowledge and work beyond what they have learned, not wishing simply to respond and imitate, but to initiate exchanges and to create new language
- have a natural feel for languages
they are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling
- pick up new language and structures quickly
they may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage; they may also display outstanding powers of retention, both immediately and from one lesson to the next

- make connections and classify words and structures to help them learn more efficiently
they are able to evaluate new language critically, recognising the grammatical function of words
- seek solutions and ask further questions
they may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process
- have an insight into their own learning style and preference
they may say how they like to learn vocabulary or structures; they are clear about the type of tasks they like doing; they may show or display an ability to work independently, without supervision, and to make effective use of reference material
- show an intense interest in the cultural features of the language being studied
they may use idiom in the language itself and explore the history and the traditions of the language; some pupils may wish to share their knowledge with their peers

Resources and Accommodation

A variety of resources are available in school. These include teacher's resources, books, big books, audio visual materials, flashcards and interactive whiteboard resources. There is a central resource of French/English dictionaries, enough for each pupil in a class to have access to a dictionary for the lesson. There is also a variety of resources such as labels for most classroom objects, posters and interactive labels for days of the week, months of the year, seasons and numbers which can be accessed from the network. There is a wide and varied section in the non-fiction library for read-alone dual language books.

The MFL leaders are responsible for maintaining resources, monitoring their use and purchasing new and relevant resources.

Lynn Hart and Kate Picken
MFL Managers
November 2016