



Copnor Primary School **Modern Foreign Languages Policy**

Rationale

We believe it is important to the learning of language skills (any language) that we study another language in addition to English. We also embed this study within our International work of studying other cultures as well as language.

Aims

The aims of learning MFL at Copnor Primary School are to:

- Foster an interest in learning other languages
- Promote positive attitudes towards languages learning through a range of learning activities
- Introduce 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
- Help children to develop their awareness of cultural differences in other countries
- Develop children's speaking and listening skills, as well as their phonological awareness
- Lay the foundations for future study
- Primary Modern Foreign Languages contribute overwhelmingly to the Every Child Matters outcome of 'Enjoy and achieve'.

Organisation

- French will be delivered by a French specialist for a minimum of 1 hour a week as a discrete language.

Teaching and learning styles

- The French specialist and teachers will use a variety of techniques to encourage children to enjoy and show active engagement with the modern foreign language, including games, role play and action songs.
- Teachers will aim to provide a multi-sensory and kinaesthetic approach to teaching.
- In the long term, we will aim for a significant proportion of key instructions (e.g. asking children to listen, look, work in groups, sing) to be delivered in the Modern Foreign Language as well as English.
- Teachers will aim to build confidence through praise for contributions made, however tentative. Praise will be given in the foreign language, allowing children to retain a large bank of praise words.
- Listening and speaking skills are emphasised in years 3 and 4 and then simple reading and writing skills will be given more of an emphasis in years 5 and 6.

Speaking and Listening

The children will:

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- Join in with songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.

Reading and writing

The children will be given opportunities to:

- Read and respond to stories, rhymes, poems etc, for enjoyment and to practise vocabulary.
- Read, copy and write independently familiar words and simple phrases in context, such as classroom items, dates and display labels.
- Recognise, put into the right order and write, words, sentences and phrases, independently and from memory.

Differentiation

Strategies will include:

- Providing resources of different complexities, matched to the ability of the children.
- Using peer support by partnering pupils of different abilities.
- Setting more open ended tasks for the higher ability and more structured tasks for the lower ability (e.g. options/choices of vocabulary to use, actions to respond with etc).

Assessment

- The French specialist and teachers will assess children's progress informally during lessons, evaluating progress in listening and responding, speaking, reading and responding, writing and cultural understanding.

Roles and responsibilities

The Subject Leader will:

- Be a role model of good practice.
- Order, update and organise resources.
- Take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place.
- Support staff with planning and delivery of the Modern Foreign Language.
- Attend courses and feedback to staff.
- Promote MFL teaching and make staff aware of opportunities.

The French specialist and Class teachers will:

- Facilitate the learning of MFL in their class
- Provide feedback to the Subject leader indicating resources and training needs
- Ensure that one discrete 1 hour French lesson is delivered each week and that consolidating activities are provided each week, in order to work towards allocating an hour each week as recommended in the Primary Languages Framework.
- Adapt planning from the LCP scheme to ensure Copnor lesson plans reflect the ability of their children and include a range of kinaesthetic, fun activities to enthuse their children.

Policy agreed: Sept 2018

Review Date: Sept 2020