

Policy for Modern Foreign Languages

Introduction

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for teaching and learning of MODERN FOREIGN LANGUAGES at Frieth CEC School.

Prospectus statement

Although the National Curriculum does not include a foreign language at Key Stage 2, we believe that all children benefit from such study at an early age. Therefore at Frieth School we offer each child in Years 1-6 an insight into the culture and civilisation of the countries where French and German are spoken. Our aim is to develop the ability of each child to use the language effectively in a variety of practical situations, to encourage creativity and to provide enjoyment and intellectual stimulation. Role-play, drama, songs, games and audio-visual aids, as well as simple written and reading activities, are all used to encourage accuracy, accent and confidence.

Aims

- **OUR AIMS IN TEACHING MODERN FOREIGN LANGUAGES** are:
 - To introduce the German language to every child in Year 1 and Year 2;
 - To introduce the French language to every child from Year 3 to Year 6;
 - To encourage each child to realise his or her own academic potential in this subject;
 - To encourage a sense of real achievement by developing confidence and raising motivation;
 - To encourage creativity and imagination;
 - To promote positive work habits which encourage pupil autonomy, activity and independence;
 - To develop social skills such as the ability to work in pair or small group situations;
 - To enable each child, according to his or her ability, to appreciate French/German culture as it applies to a tourist and to someone living as part of a French/German family;
 - To encourage children in all these ways to enjoy the subject so that they will wish to continue their studies in secondary school and take up the study of other Modern Languages, either for pleasure, further study or work.

Principles of the Teaching and Learning of Modern Foreign Languages

- Although pupils are not currently required to commence their study of a modern foreign language under the terms of the National Curriculum until they enter Year

3, at Frieth we begin a little earlier in Year 1. We feel that learning a modern foreign language is important because it affords children the opportunity to:

- Develop the ability to use the language effectively for purposes of practical communication;
- Form a sound base of the skills, language and attitudes required for further study and leisure;
- Offer insights into the culture and civilization of the countries where the language is spoken;
- Develop an awareness of the nature of language and language learning;
- Provide enjoyment and stimulation;
- Encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilizations;
- Promote skills of a more general application e.g. analysis, memorising, drawing inferences;
- Develop pupils' understanding of themselves and their own culture.

The fundamental skills knowledge and concepts of the subject are categorised into 3 clearly progressive core strands of teaching and learning:

- Oracy (listening, speaking and spoken interaction)
- Literacy (reading and writing)
- Intercultural understanding

In addition, two cross cutting strands are included:

- Knowledge about language (KAL)
- Language Learning Strategies (LLS)

The five strands are interdependent. They will rarely be taught in isolation and many lessons will include elements from all strands.

Strategies for the Teaching of MODERN FOREIGN LANGUAGES

- Approximately 30 minutes per week is spent on GERMAN in Year 1 and Year 2, 45 minutes is spent on FRENCH in Year 3, Year 4, Year 5 and Year 6.
- **THE PREDOMINANT MODE OF WORKING** is to engage children in a range of differentiated tasks and activities where communicating in the target language, for real purposes as well as to practise skills, is a key feature.

Tasks and activities within this structure may include:

- Individuals responding to differentiated questions where cue cards may be used as a stimulus;
 - Pairs/small groups using cue cards as stimuli;
 - Pairs/small groups work using information gap exercises;
 - Improvised drama;
 - Small group or team games;
 - Prepared role-play (scripted, cue cards or not);
 - Individual or group listening activities e.g. surveys;
 - Individual or group writing activities e.g. passports, labelling;
 - Individual or group reading activities e.g. songs;
 - Learning by heart or revising.
- **THERE IS SPECIALIST TEACHING IN MODERN FOREIGN LANGUAGES.** French and German are delivered by the MFL Manager. The Focus Learning Objective is shared with class teachers. They are then able to reinforce/consolidate concepts taught during the remainder of the week where possible following suggestions made by the manager e.g. by taking the register using the target language.
- **DIFFERENTIATION** shall be managed by planning at three broad levels:
 - Core objectives for the class as a whole;
 - Reinforcement objectives which offer pupils who experience learning difficulties more intensive practice;
 - Extension objectives which take those pupils with particular ability and flair for French and/or German a stage further.

Differentiation will be ensured:

- By text – careful selection of texts to match or challenge pupils’ level of attainment;
 - By task – graded tasks to match individuals’ needs and abilities;
 - By outcome – a common task may be set but which is sufficiently open-ended for all pupils to tackle at their own level.
- **HOMEWORK** is only ever given in exceptional circumstances and will complement the content of a particular lesson either through reinforcement or preparation for the next stage of learning.
- **THE EMPHASIS IN OUR TEACHING OF MODERN FOREIGN LANGUAGES** is on:
 - The teaching of words and phrases in French/German with the intention of enabling pupils to cope in a range of everyday, real life situations, e.g.

introducing themselves, asking for directions and being able to purchase items of food and/or drink from a café/restaurant;

- The development of pupils' awareness of language and the way it is constructed;
- The encouragement of pupils to explore similarities to their mother tongue and differences to it, e.g. drawing pupils' attention to the existence of cognates, the grammatical notion of gender (*le* and *la*, *un* and *une*, *mein* and *meine*), discussing the idea that verbs can change their endings in each of the languages (I make, he makes; *je joue*, *tu joues* and *ich wohne*, *du wohnst*); that the presence of accents may cause the sound of a letter to change.
- **EXCELLENCE IN MODERN FOREIGN LANGUAGES IS CELEBRATED** in display and performance including:
 - Displays of children's work in classrooms and corridors;
 - Performance of prepared role-plays/songs learned during whole school or whole class gatherings eg performing a French/German Christmas carol.

Strategies for Ensuring Progress and Continuity

- **PLANNING IN MODERN FOREIGN LANGUAGES** is a process involving the MFL Curriculum Manager wherein:
 - The QCA French scheme of work is supplemented by resources provided on the Bucks GFL alongside other commercially produced materials which are 'dipped into' and by the scheme of work and materials planned and produced by the MFL Manager (see Curriculum Map and list of published materials available for reference in Appendix);
 - Consistency of approach and of standards are ensured as French and German are delivered to all pupils, Y1 to Year 6 by the MFL Manager;
 - Work plans are drawn up by the manager for each half term and monitored by the headteacher.
- **THE ROLE OF THE MODERN FOREIGN LANGUAGES CURRICULUM MANAGER** is to:
 - Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in FRENCH and GERMAN throughout the school;
 - Support colleagues in their follow-up/reinforcement of the learning objectives throughout the week;

- Monitor progress in FRENCH and GERMAN and advise the headteacher on action needed;
 - Take responsibility for the purchase and organisation of central resources for FRENCH and GERMAN;
 - Keep up-to-date with developments in MFL education and disseminate information to colleagues as appropriate.
- **FEEDBACK TO PUPILS** about their own progress in FRENCH and GERMAN is given orally. Effective feedback:
 - Aims to help children learn, not to find fault, and comments aim to be positive and constructive;
 - Is usually done while a task is being carried out through discussion between child and teacher;
 - Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.
 - **FORMATIVE ASSESSMENT** is used to guide the progress of individual pupils in FRENCH and GERMAN. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching and by the very nature of this subject, it is ongoing. Suitable tasks for assessment include:
 - Oral question and answer sessions;
 - Specific assignments for individual pupils e.g. reading and listening comprehensions;
 - 'End of topic' role play.

Strategies for Recording and Reporting

- **RECORDS OF PROGRESS IN MODERN FOREIGN LANGUAGES** are kept for each child contain:
 - Formative e.g. when it is clearly indicated by the nature of the work as in a listening comprehension when a numerical mark may be recorded
 - Summative/evaluative e.g. following an 'end of topic' role play when a grade to indicate progress made (linked to end of year report grades) may be recorded.
- **REPORTING TO PARENTS** is done annually through a German certificate of achievement for all children in Years 1 and 2 and a 'Diplôme français' for pupils in from Y3 to 6 (See attached). Reporting in FRENCH and GERMAN will focus on each child's:

- Ability to listen and communicate in simple spoken French/German to obtain and give information;
- Ability to read simple French/German materials and write simple words and phrases which convey a message.

No **FORMAL SUMMATIVE ASSESSMENT** currently takes place between Years 1 and 6.

Strategies for the Use of Resources

- **CENTRAL RESOURCES IN FRENCH AND GERMAN** are the responsibility of the MFL Manager who has a small budget available. They include:
 - A range of authentic teacher-made materials e.g. quizzes, listening/reading comprehensions; large/small cue/flashcards; range of published materials e.g. Early Start French 1, 2 and 3 and Early Start German 1; posters and song CDs.
- **TIME** is a resource that we value.
- **INFORMATION TECHNOLOGY** is used in FRENCH/GERMAN as an alternative resource for:
 - Presenting/modelling specific language/vocabulary;
 - Assessing an individual's grasp of words/phrases being practised.

Appendices:

Centrally held resources for FRENCH include:

- A collection of authentic reading materials e.g. comics, books and magazines (to be expanded upon whenever possible);
- A selection of authentic teacher-made materials which have all been used successfully e.g. cue/flashcards, listening/reading comprehension and cloze procedure worksheets.

Published materials/reference books available for teachers on the teaching of FRENCH include:

- Français Français CDs 1, 2 & 3 and teacher's book
- 15 x LCP pupils' dictionaries
- 1 x Entre dans la ronde French for 3 – 5 year olds (Teachers' Bk with CD and audio cassette)
- La Jolie Ronde 1 & 2
- Le Tricolore

- Arc-en-ciel
- Escalier teacher's book
- Early Start French 1, 2 and 3 DVD, CD and teacher's book

Published materials/reference books available for teachers on the teaching of GERMAN include:

- Early Start German 1 DVD, CD and teacher's book