

# Pot Kiln School



## Modern Foreign Languages Policy

Review Date: Summer term 2018  
Next Review Date: Summer term 2019

## **1 Introduction**

**1.1** Pot Kiln Primary school is a French Linguamarque school, which means that we work with an accredited Primary Languages Programme. We currently hold the Bronze Linguamarque level and are working towards the Silver level of accreditation. Here at Pot Kiln we start introducing languages in KS1 and continue to teach French to all Key Stage 2 pupils as part of the school curriculum and in line with the new 2014 National Curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is wise to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

## **2 Aims and objectives**

**2.1** The aims and objectives of learning a modern foreign language in primary school are:

to foster an interest in learning other languages;

to introduce young children to another language in a way that is enjoyable and fun;

to make young children aware that language has structure, and that the structure differs from one language to another;

to help children develop their awareness of cultural differences in other countries;

to develop their speaking and listening skills;

to lay the foundations for future study.

to increase their understanding of English grammar by learning grammatical rules for a foreign language.

## **3 Organisation**

**3.1** In KS1, the younger children are given a basic introduction to other languages and are encouraged to use, for example, greetings from other languages when answering the register.

Reception children learn songs and play games in French.

Year 1 and 2 children are also introduced to French through the Suffolk schemes of work based on story books.

**3.2** We teach MFL to children in Key Stage 2 for 45 minutes a week. Alongside discreet lessons, pupils are given other opportunities to use their new language skills throughout the school day within their normal daily activities such as answering the register and every day classroom instructions.

## **4 The curriculum**

- 4.1** French is the foreign language that is taught at our school.
- 4.2** The curriculum that we follow is based on the Linguamarque Primar Languages programme, which offers a programme of study which combines the outcomes of the KS2 Framework and the Languages Ladder.

The Linguamarque programme focusses on:

3 core strands of teaching and learning:

- Oracy (speaking and listening)
- Literacy (reading and writing)
- Intercultural understanding (Insight into the people, culture and traditions of other countries)

2 cross-cutting strands:

- KAL: Knowledge about the language (Increase understanding of how language works)
- LLS: Language Learning Strategies (e.g. singing, miming, dictionary skills, repetition...)

## **5 Teaching and learning style**

- 5.1** We use resources from the Early Start and Rigolo schemes to aid teaching and learning.
- 5.2** We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We use puppets and soft toys to demonstrate the foreign language. Using Early Start video clips, Rigolo interactive whiteboard activities and sound files which enable the pupils to hear French spoken by native speakers.

We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

- 5.3** The whole school participates in special activity days on an annual basis. The purpose of this is to increase pupils' knowledge of other countries and their cultures. These special days have a particular focus, such as European Day of Languages, Christmas around the World or World Cup Day. The children have the opportunity to learn a few words or phrases from different countries, sample food and engage in games, songs and crafts around the focus of the special day.

## **6 Assessment**

**6.1** We assess the children in order to ensure that they make good progress in this subject. This is done during the lessons in order to evaluate what the children have learned. Assessment is in four key areas:

- listening and responding;
- speaking;
- reading and responding;
- writing

**6.2** In Key Stage 2 pupils are assessed using the Linguamarque Scheme for assessment and from this they are given a national curriculum level.

## **7 Monitoring and review**

**7.1** We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school.

**7.2** The co-ordinator liaises with other schools and participates in the MFL Subject Leaders Conference annually so that they are aware of new developments and expectations in MFL teaching and also so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

**7.3** Pupil perception interviews are also held to find out about how children feel about their learning in MFL. The outcomes of these interviews are discussed at a staff meeting so that teachers are aware of children's perceptions and so that MFL teaching can be modified.