



## MODERN FOREIGN LANGUAGES Statement of Practice

### 1 Introduction

**1.1** The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and that of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### 2 Aims and objectives

**2.1** The aims and objectives of learning a MFL in primary school are:

- to introduce young children to another language in a way that is enjoyable and fun;
- to foster an interest in learning other languages;
- to stimulate and encourage children's curiosity about language;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to reinforce and expand their knowledge and understanding of the English language;
- to help children develop their awareness of cultural similarities and differences in other countries;
- to develop their speaking and listening skills;
- to develop learning strategies that will lay the foundations for future language study.

### 3 Organisation

**3.1** Modern languages, the main one being French, are taught to children in KS2 when the opportunity arises, at least once a half term. Lessons are delivered by class teachers and HLTAs. We also have designated theme days where we learn about and celebrate Modern Foreign Languages.

**3.2** In addition to this, we have found that there are opportunities on a daily basis to reinforce language work and for children to practise their newly acquired MFL skills within the classroom and across the curriculum, for example, registration, class routines and class assemblies can and often are exploited to use the target foreign language. Whilst the teaching of a MFL is not compulsory in KS1, pupils in these classes are often given opportunities to experience a range of languages, for example, at registration, in singing and during the themed days.

### 4 The curriculum

**4.1** French is the main modern foreign language that we teach in our school, however a large proportion of the pupils speak at least 2 languages. The school endeavours to include the use of these languages in lessons when appropriate.

**4.2** The curriculum that we follow is based on the guidance given in the revised National Curriculum and covers the five strands outlined in the KS2 MFL Framework, namely:

- 1) Oracy (O) – listening and speaking
- 2) Literacy (L) – reading and writing
- 3) Knowledge About Language (KAL) – building on their knowledge of English
- 4) Intercultural Understanding (IU)
- 5) Language Learning Strategies (LLS)

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use bi-lingual dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

## **5 Teaching and learning style**

**5.1** We base the teaching on the guidance material in the [West Sussex County Council scheme of work](#).

**5.2** We use a variety of techniques to encourage the children to have an active engagement in French: these include games, role-play and songs (particularly action songs). We frequently use mime, flashcards or other pictorial representations to present new vocabulary, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. 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 use internet sites such as 'Espresso', as well as a range of interactive computer software to support our teaching and to expose the children to native speakers of French. 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 other languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

## **6 Inclusion**

**6.1** The provision of MFL at Haslam Park is inclusive, in line with the 'Primary Languages Framework' and aims to provide equality of opportunity for all children. Where necessary learning objectives are adapted and chosen to support the learning of individual children so as to meet their needs. Children for whom English is a second or additional language contribute to the intercultural understanding of their fellow pupils and are encouraged to take pride in, and develop their existing language skills.

## **7 Assessment**

**7.1** Children's progress is assessed informally and continuously during the lessons by the teacher, evaluating progress against the KS2 MFL Framework. We consider it important that progression is measured and ensured through skill levels, not by endlessly learning lists of vocabulary. Each child is involved with self-assessment through the use of 'I can' statements linked to a unit of work.

## **8 Monitoring and review**

**8.1** We monitor teaching and learning through observations, planning scrutinies, questionnaires and pupil interviews. The head teacher also reports to the governing body on the progress of children in MFL in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching of MFL.

**7.2** Transition information is made available to the local secondary schools' so that they are aware of the MFL experiences of our children when they move to the next phase of their education.