



Winterton Junior School
Modern Foreign Languages (MFL) Policy



1 Rationale

- 1.1** As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Winterton Junior School we teach a foreign language to all year groups as part of the normal school curriculum.
- 1.2** We believe that many children really enjoy learning to speak another language. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. 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 a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud 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. We believe that learning a modern foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, peoples and communities. Learning a foreign language helps pupils to extend their communication skills and enhances self-esteem.

2 Aims and objectives

- 2.1** The aims and objectives of learning a modern foreign language at Winterton Junior School are:
- to foster an interest in learning other languages;
 - to introduce children to simple vocabulary and structures which can be used in a variety of contexts in the normal school day, e.g. date, classroom organisation, routines, songs thus making MFL use normal and developing confidence;
 - 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, and explore their own cultural identities and those of others.
- to develop their speaking and listening skills;
- to gain enjoyment, pride and a sense of achievement;
- to explore and apply strategies to improve their learning;
- to lay the foundations for future study at Secondary level and beyond.

3 Organisation

3.1 We teach a foreign language to children in all year groups for approximately half an hour per week, through dedicated mfl lessons and indirect teaching . (classroom commands, taking the register, instructions in P.E. etc)

4 The curriculum

4.1 French is the modern foreign language that we teach in our school.

4.2 French being taught across the whole KS2 using the Nelson scheme Rigolo. Children start to use the scheme in Year 3 and progress through the unit as they progress through the School. At the start of each year the Class Teacher will revise and assess previous units and make a judgement about the appropriate unit at which to carry on, so that the children are able to progress at a steady rate.

The software for the scheme has been loaded on to all teacher laptops, for use in all classrooms.

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;
- work in pairs and groups, and communicate in the other language;
- develop an insight into life in another culture.

5 Teaching and learning style

- 5.1 The main focus of MFL teaching at Winterton Junior School is French. All pupils begin learning French in Year 3, which is part of the school's policy to provide an enriched curriculum.
- 5.2 We base the teaching on the National Curriculum Key Stage 2 for modern foreign languages and following the Nelson Scheme Rigolo. We have adapted this to the context of our school and the abilities of our children.
- 5.3 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 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 make the lessons as entertaining and enjoyable as possible and build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

6 Inclusion

6.1 Equal Opportunities

We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background. We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time. We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability. We deal with such issues clearly and sensitively when they arise.

7 Assessment

7.1

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and these skills are assessed throughout the Rigolo Scheme at the end of every unit by referring to the language ladder.

The school uses the four national attainment targets to evaluate the progress of each child in:

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

8 Monitoring and review

- 8.1** We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The headteacher reports to the governing body on the progress of children in French in the same way as in any other subject.
- 8.2** The MFL Subject Leader liaises 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.

Modern foreign Language Policy Reviewed by: ***Ms Rachel Whitley January 2016***

Modern foreign Language Policy Accepted by Staff: ***Spring 2016***

- Modern foreign Language Policy accepted by governors: ***Spring 2016***
- Modern foreign Language Policy Review Date: ***Spring 2019***