



## MFL Policy

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Review Frequency:		
Next review date:	2019	2021

### Rationale

At Greenways we are keen to promote the study of a foreign language because of its increasing importance in the modern world. This has been recognised in the National Languages Strategy 'Languages for All, Languages for Life' where there is the commitment to give every child between the ages of 7 and 11 the entitlement to learn a new language. There is also increasing recognition that enriching the curriculum and releasing children's creative energy through sport, drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum. Ofsted cites the best primary settings as those already providing this breadth alongside the building blocks of literacy and numeracy.

In the United Kingdom it tends to be ignored that 60-70% of the world's population is bilingual, in the sense that they have acquired a functional use of two or more languages. In many countries outside the U.K. major attempts are being made to introduce languages to young learners and in Europe most children learn a foreign language in primary settings. In some European countries children are ready to start a third language by the age of 11.

At primary age children are still very malleable and receptive to learning a language and it is proven that a young child's brain is uniquely well adapted for language learning, especially in the first 10 years of life. We are discovering, in this country, that we underestimate what our children can achieve and language learning is now being put firmly on the agenda in all phases of education and training. There is now an entitlement to language learning for pupils at Key Stage 2 and the DFES wants primary schools to 'embed' language learning into the curriculum.

The development of ICT, e-mail and the internet mean not only that there are fewer international barriers but also that they provide the means to learn a language and communicate it in a more innovative way.

The experiences of learning and using a foreign language makes its unique contribution to the whole curriculum by taking children out of the familiar environment which is pervaded by English and allowing them to explore the lifestyle and culture of another land through the medium of its language. This in turn provides a satisfying, enjoyable and intellectually challenging experience for children in coping with a different linguistic medium.

Learning a foreign language makes an important contribution to learning in general. As well as teaching the meaning of words and sentences (an awareness of language), it promotes social interaction and fosters sympathetic attitudes towards the culture and people of a foreign country, by adjusting to different social conventions. Such attitudes help to promote goodwill and to counter insularity and prejudice.

Opportunities are promoted through children developing their skills of communication by listening, speaking, reading and writing. The study of a language involves practise of observational and study skills and committing to memory of useful material for subsequent recall. Use of role play can also develop creative and imaginative expertise as well as empathy and understanding.

Finally, effective foreign language learning equips children with a skill which is advantageous to high school education, adult life and work. Success in industry and commerce depends increasingly on our willingness and ability to communicate with potential customers in their own language. With the greater mobility of the work force within the European community it is very likely that children will later need to use a foreign language in employment. Others will use it for reading, travel, recreation and personal contacts, either at home or abroad.

Why start languages in the primary setting? (CILT 2004)

The Government's strategy for languages recognises that language learning has an important part to play in general education at primary level.

Foreign language learning supports general language and literacy development and the development of generic language learning skills.

It introduces children to the sounds and structures of a new language at an age when they are receptive to this, and stimulates their curiosity and imitative abilities.

It develops knowledge of other countries and promotes positive attitudes towards other cultures and speakers of other languages.

An early start can provide a strong and motivating basis for further learning in Key Stage 3.

### **Aims**

- To enable children to understand and communicate in another language
- To develop enthusiasm for language learning
- To develop language skills and language learning skills
- To give the children confidence in interacting with others
- To increase the children's European awareness
- To awaken an interest in foreign cultures and lifestyles
- To develop the children's understanding of themselves and their culture
- To encourage tolerance and a willingness to work cooperatively
- To enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest
- To give a sound start for further development at Key Stage 3 and beyond
- To continually review and modify the curriculum in the light of current research.

## **GUIDELINES TO PRACTICE**

### **Classroom Organisation**

Children should be taught languages by a specialist languages teacher or by a class teacher who shows a keen interest in the subject and is committed to developing his / her language skills.

The children should be taught as a whole class, but it is also important that frequent opportunities are given to practice language skills, in smaller groups, in pairs and individually.

Some speaking and listening activities inevitably produce high noise levels and lots of movement.

The games and activities planned should determine how the room is used. Tables should sometimes be pushed back so that the children have more space to move around.

### **Teaching and Learning Styles**

Appropriate language methodology for young language learners should include many different kinds of teaching and learning including:

Direct teaching, through whole-class and small-group sessions;

Active learning to engage motivation;

Use of games, songs and activities requiring a physical response to maximise enjoyment;

Opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups, or communicating with people in other countries, with varying degrees of support;

Opportunities for pupils to reflect on and reinforce their own learning e.g. learning by heart or revising work.

Good, successful strategies used in the Literacy lessons should be adopted in languages lessons, e.g. text, sentence and word level work using Big Books. The 'Look, Cover, Write, Check' method for learning to spell words in English should also be used to learn words in other languages.

Successful strategies from Numeracy lessons should be copied and equipment like digit cards, number fans, number squares and dice should be used.

There should be a lot of active learning and the use of games, songs, dance, rhymes, story-telling, playlets and role play should be encouraged.

Languages should be taught following the North Tyneside scheme of work and the Key Stage 2 Framework for Languages.

To deliver the curriculum effectively, and to try and encourage use of the target language, a wide range of equipment should be used, including electronic whiteboard, DVD, television and video, CD player, overhead projector, computer, digital camera, flashcards and games.

In addition to a discreet language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register, classroom instructions and brain gym.

### **Quality of Teaching**

The teaching should be purposeful and include clear objectives for each lesson.

The activities should be varied and used to promote learning of the content.

There should be an efficient use of time and a good pace set to make sure sufficient ground is covered.

There should be a range of specialist resources including recorded material and authentic texts.

There should be opportunities to practice language skills as a class, in smaller groups, pairs and individually.

### **Quality of Learning**

The curriculum planning should ensure progression through the key stage and increased knowledge should be more evident in years 5/6 where children should have a larger vocabulary and a wider range of expression and should be more able to use the structures learnt to create their own language.

Children should be given sufficient opportunity to master new language adequately.

Successful strategies for consolidating learning should be constantly looked for to make sure that gains in learning are sufficient, given children's age, ability and time available.

The use of the target language should be developed and children should be encouraged to speak the language spontaneously as well as when expressly required.

The children should use the vocabulary and phrases they have learned for basic communication but should also be encouraged to apply their knowledge in new situations and should be given frequent opportunities to create their own language.

### **Differentiation / Targeting**

Initial stages of Language teaching should stress building confidence and positive attitudes to language learning. It should aim to help all young beginners, regardless of ability, to learn to communicate successfully with a minimum command of language, using a small set of basic structures. In Key Stage 2 speaking and listening activities should be more demanding and different levels of questioning should be evident. Reading and writing should be clearly differentiated. At the end of each topic, challenging tasks should be set in all four skills which provide opportunities for the children to create their own language.

Language teaching should offer varied activities which are challenging and of immediate interest and should encourage repetition without boredom to consolidate what has been taught. All children should feel positive achievement in what they can do in the language.

Target language inevitably stretches high ability children. The quick pace of a language lesson should help keep motivation high.

Initial writing tasks are copy writing which all ability children can attempt and succeed in. More able children should be encouraged to use the language structures and vocabulary taught to create their own language.

There should be extension material available for high achievers who complete tasks quickly.

Extra support should be given to low ability children when necessary.

### **Assessment, Recording and Reporting**

There should be a mixture of formative and summative assessment to ensure progress throughout the Key Stage.

A portfolio of a child's work should be started in Year 3 and continued throughout the Key Stage. The children should be given regular opportunities throughout the year to reflect on their learning and update their portfolio. The portfolio could be the Junior edition of the European Languages Portfolio or an academy designed document.

Self-assessment sheets and regular short tests should be used to encourage and motivate children and to keep as a record of achievement to date of the language covered. They should be used whenever the teacher feels that children will benefit from reflecting on how much they have learned, both during and at the end of the term's work and should be kept in the portfolio.

Assessment for learning strategies used in Literacy should also be adapted and used in language lessons, where appropriate, e.g. the evaluation of work against success criteria and the marking strategy of 3 stars and a wish.

Reward systems could be put in place to motivate older children e.g. they could be rewarded with a sticker for every piece of assessed work they do well in. These could be stuck into their exercise book next to the assessed piece of work. The children who collect the most stickers could collect a further reward at the end of the school year.

In addition, Listening tasks should sometimes be used to assess children at the end of a unit of work. This exposes the children to hearing native French speakers which is good practice.

Children should be given the opportunity to have their language skills accredited at the end of Key Stage 2 through the ASSET Languages recognition scheme.

All children in Key Stage 2 should receive a written report on their progress in French as part of their annual report to parents in the Summer Term.

In reporting to parents, statements about attainment, attitude and effort should be made.

Reports should be written in readily accessible language and future learning targets set where appropriate.

Parental comments should be welcomed and valued.

## **Equal Opportunities**

In the foreign language we want children of all races and backgrounds to enjoy working cooperatively together.

Access and achievement for all groups should be promoted, in line with the academy's policy on Equal Opportunity, as we want every child to reach his full potential.

High and low achievers should be monitored to make sure the work is suitable and sensitivity should be shown to the needs of particular groups of children.

Equal demands should be made on each gender, ethnic and ability group in oral work, particularly in answering questions.

Stereotyping should be avoided and appropriate terminology and grouping arrangement used.

The curriculum content should promote genuine access for all pupils and prepare them for the reality of an ethnically and culturally diverse society.

There should also be equality of access for all children to key resources.

### **Racial Equality**

The content of the languages curriculum should reflect an ethnically and culturally diverse society. This should be in line with the LA policy on Racial Equality. (Refer also to 'Standards of Racial Equality in Schools'.)

A wide range of resources should be used to promote racial equality and cultural diversity and to challenge racial discrimination.

The children should be made aware of all the different countries in the world where the language is spoken and appreciate the many different cultures involved.

Tasks should be set which challenge stereotypes and prejudices.

All children should have genuine access to the languages curriculum and equal access to key learning resources.

There should be appropriate provision for helping bilingual pupils to fully access the language curriculum.

## **Special Education Needs**

Studying a foreign language should help children with special learning difficulties to develop their general language skills, increase their social skills, and encourage their awareness of other people, places and cultures. It is hoped that children will feel positive achievement in what they can do in a language which will help develop their confidence and self-esteem.

A study by N.C.C. and CILT has shown that levels 1-3 do not pose particular problems even for children with educational difficulties. Strategies cited in the report which have helped children with S.E.N. achieve success should be used, including:

- Varied and clear illustrative materials
- Clear practical tasks designed to build confidence
- Repetition (whole class, group, pair)

The target language will be used sensitively with low ability children, but as a means of challenging exceptionally able children. Higher level questioning will be used with more able children and there will be an expectation that they will reuse language learned in different contexts.

There will be appropriate expectations of children with S.E.N. and positive and constructive attitudes to learning difficulties.

### **Gifted and Talented Children**

The schemes of work should incorporate the teaching of all four skills; speaking, listening, reading and writing. The latter are higher order skills and enable the G&T children to communicate at a more advanced level.

Lesson plans include differentiated activities which allow the G&T children to achieve National Curriculum levels 3 and 4, and Grades 3 and 4 at ASSET Languages Breakthrough and Preliminary Levels, by performing and writing raps, songs, poems, plays and stories.

Teachers delivering French should be trained in Assessment. They should be informed about the National Recognition Scheme and the mapping of qualification levels. They should have a sound knowledge of the four attainment targets and what children have to do to progress through National Curriculum levels 1-4, and ASSET Languages Breakthrough and Preliminary Levels Grades 1-4. They should be given opportunities at LA training sessions to practice levelling reading and writing exercises so that they fully understand what constitutes a specified Level / Grade.

The planning is modelled on the Literacy Strategy model of moving from word level to sentence level to text level. A text is shared with the children; that prepares them for a piece of writing. This enable the G&T children to achieve National Curriculum levels 3 and 4 and Grades 3 and 4 at ASSET Languages Breakthrough and Preliminary Levels in reading and writing.

Classroom teachers involved in the teaching of French should be encouraged to develop their own language skills by accessing pronunciation classes provided by the LA. It is said that the 'children's accent will only ever be as good as their teacher's', hence the drive to improve linguistic competence.

Accredited courses with Newcastle University, the OU and CILT are also advertised and promoted.

The target language should be used as a means of challenging G&T children. Higher level questioning should be used with more able children and there should be an expectation that they will reuse language used in different contexts.

Extension materials for the abler children should be provided.

B&T children should be offered opportunities to study more languages through breakfast clubs, master classes etc.

### **Continuity and Progress**

A languages curriculum should reflect continuity and progression across the Key Stage(s).

The schemes of work should enable teachers to guide children's progression in line with the KS2 Framework for Languages in the three core strands:

Listening, speaking (O: Oracy), reading and writing skills (L: Literacy); awareness of different countries, cultures and people (IC: Intercultural Understanding)

And the two underlying strands

Developing language skills and language-learning skills (LLS: Language Learning Strategies); developing understanding of how language works (KAL: Knowledge about Language); understanding, learning and applying simple aspects of grammar (KAL: Knowledge about Language)

The planned schemes of work take into account that to progress in their language learning, children should be given opportunities to reuse, in an increasing range of contexts, the skills, vocabulary, structures and grammar they have learnt. As they become more competent in using the foreign language, they should be encouraged to manipulate language more independently. They are based on the principle that constantly 'recycling' language is the key to becoming a proficient language learner.

The recently written North Tyneside schemes of work take into account that in Key Stages 1 and 2 children will have followed the National Literacy Strategy and will have knowledge of English, including grammatical awareness and knowledge of some grammatical terms. The schemes of work therefore consolidate and build on this work where appropriate. Children should be encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language.

The importance of ensuring the children's continuity of learning when they transfer to secondary school should be recognised and Junior Language Portfolios or school designed portfolios, and any information such as grades awarded in ASSET Languages should be provided to the secondary setting.

Links with Other Subjects

Learning a language should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra as it can make a contribution to the learning of other subjects and children can also develop their skills and understanding of their language through their work in

other curriculum areas. Where there is a natural link the language should be included in a cross curricular approach.

The following links with other subjects probably currently exist:

- English – knowledge about language, development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare other languages with English are exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types e.g. fiction, non-fiction
- Maths – numbers and counting in other languages e.g. addition and subtraction facts, the decimal system, the date, telling the time, money and currency, prices and costs, distance and speed, surveys, data collection and analysis
- Science – environmental factors in different countries, comparisons between school environment and other countries through email/videoconferencing links and the use of internet, work on parts of the body and life cycles.
- ICT – e-mail contacts with schools abroad, materials from the Internet and satellite television, video and audio, presentation of work and data, videoconferencing, word-processing.
- Geography – children can locate the country or countries where the language/languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture.
- History – Cultural and language activity linked to specific periods of history e.g. learning about the Romans, the Aztecs and other historical figures.
- Music – Learning songs in the language and performing them on French / Spanish / German Day, rhyme and rhythm in songs and in words and phrases, comparing English examples with those of other cultures (e.g. Sur le pont d'Avignon / London Bridge is falling down) famous singers, musicians and composers from other countries.
- Technology – designing and making things e.g. bookmarks, birthday cards
- Art – techniques e.g. line drawings used in display work. Learning about the artists of other countries and their paintings
- P.E. – using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.
- R.E. – international or multicultural work, celebration of festivals, storytelling, calendars, customs
- P.S.H.E. – knowledge of other countries and cultures, sensitivity to difference, consideration of 'others', the multilingual society, learning respect for themselves and for others through learning to appreciate the cultural diversity within a multicultural society  
Involvement of Parents, Guardians and Community  
Information about the languages curriculum should be information given to parents and guardians on request.

### **Health and Safety**

There are potential hazards associated with children moving the television and other equipment on trolleys. This should only be done under the supervision of an adult.

Children should not be allowed to touch the wires at the back of the television, computer or DVD player in case they get an electric shock.

Care should be exercised when playing games in the classroom.

### **Implementation of the policy**

Our academy will manage implementation of this policy with the support and guidance of the Local Authority.

### **General**

This policy and its intentions will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...

Designation: Chair of Governors Date...



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