



MODERN FOREIGN LANGUAGES (MFL) POLICY 2020-21

This policy outlines the purpose, nature and management of MFL in Leopold Primary School. It has been revised and adapted by Mrs Sorrosal, MFL specialist teacher and is a working document, subject to annual review.

1. AIMS AND OBJECTIVES

“In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.

Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.”

Schools already offering language learning in the primary phase have found that pupils who start language learning earlier are more receptive to learning languages and more motivated. Early language learning can reinforce literacy skills and nurture enthusiasm that is carried on into secondary school.

We must provide an opportunity for early language learning to harness children’s learning potential and enthusiasm.

(LANGUAGES FOR ALL – LANGUAGES FOR LIFE (DFES))

At Leopold Primary School, we offer one MFL – Spanish – to all Reception, KS1 and KS2 pupils. The teaching of MFL offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a modern foreign language;
- develop language skills and language-learning skills;
- understand and communicate in a new language;
- make comparisons between the foreign language and English or another language;
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- foster positive attitudes towards foreign language learning;
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- form a sound basis for further study at key stage 3 and beyond.

2. STRATEGIES FOR TEACHING

There is no National Curriculum for MFL at Early years, Key Stage 1, but there are QCA guidelines for Key Stage 2 that are borne in mind when planning the MFL curriculum for the Preparatory Department.

All MFL lessons are taught by Mrs. Sorrosal, a MFL specialist, in year groups in the classroom. Class teachers are encouraged to carry on practicing the language during registers and day to day routines.

All pupils study Spanish as MFL– from Reception to Year 6.

Early years and KS1 pupils have 30 min sessions of songs, activities, during which they will learn basic vocabulary such as greetings, colours, numbers and parts of the body. The main purposes of the lessons are to spark and interest for learning a foreign language (at this age, children are not scared or shy to try to speak another language), and to develop a phonological ability in a foreign language that will equip them for life.

Years 3 through to 6 have a 45mn lessons allowing for greater development of the topics and preparing them for transition to KS3. Much more emphasis on grammar, writing and being able to converse in Spanish is expected.

As an important part of the curriculum, MFL is visible through displays on the corridors, classrooms and halls. Cross-curricular links are made where possible and practicable.

3. CURRICULUM PLANNING

The Scheme of Work for Years 3-6 are based around the **QCA Key Stage 2 Scheme of Work** in terms of topics studied. The scheme has been adapted to include our strong link with a Spanish school. Each unit contains key grammar and vocabulary, aims to reinforce other areas of the curriculum, and gives opportunities to reflect on similarities and differences between peoples / countries where Spanish is spoken.

Curriculum planning is carried out alongside the Spanish teacher in Chalkhill Primary school (Mrs Irene Mallek) and in line with the Scheme of Work. In the medium term, planning is completed for each year group, and then further planning is completed on a lesson-by-lesson basis.

The scheme of work assumes no previous knowledge of the language although it is planned for progression as pupils go through the school, ensuring a basic knowledge of a wide variety of topics by entry into Key Stage 3 and offering tasks of increasing complexity as pupils grow.

4. FOUNDATION STAGE

“If a child’s natural talent and natural interest in languages is to flourish, early language learning opportunities need to be provided and their aptitude needs to be tapped into at the earliest opportunity when they are at their most receptive.” page 10 (LANGUAGES FOR ALL – LANGUAGES FOR LIFE (DFES)). For this reason, Early years and KS1 join in sessions of songs, activities and games during Spanish week teaching basic vocabulary such as parts of the body, numbers, animals and greetings. The emphasis is on enjoying languages learning and raising awareness of other languages and cultures.

5. TEACHING AND LEARNING STYLES.

In key stage 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 scheme of work takes account of this and consolidates and builds on this work where appropriate. Children are encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language. Pupils learn in many ways and to accommodate this, a variety of learning styles are used including song, games, pictures, video and audio material, ICT, etc. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small groups and in whole class situations according to the activity. Work is mainly oral, but an increasingly number of reading and writing tasks are included as pupils enter Year 5. On occasion, pupils are recorded on audio and video. Pupils work from sheets that are stored in folders for ease of reference.

6. DIFFERENTIATION

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

The scheme of work is designed to cater for pupils working at levels. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all pupils complete all tasks);
- grouping pupils according to ability in the room and setting different tasks for each group;
- providing resources of different complexities. matched to the ability of the child;
- using additional resources to support the work of individual children / groups of children;
- using peer support by partnering pupils of disparate ability to complete tasks.

7. TEACHING MFL TO PUPILS WITH SPECIAL NEEDS

All pupils at Leopold Primary School are taught MFL whatever their ability. It forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given.

8. LINKS WITH OTHER AREAS OF THE CURRICULUM.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be 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, formation of complex sentences;
- **ICT:** use of e-mail with schools abroad, materials from the internet, video and audio, presentation of data, word-processing;
- **citizenship:** the multilingual society, knowledge of other countries and cultures;
- **mathematics:** counting, calculations, the time and the date, money;
- **geography:** work relating to the study of other countries, points of the compass, weather.
- **science:** work on parts of the body, animals;
- **music:** rhyming, rhythm, singing, composition, world music;
- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **history:** work relating to the study of other countries;
- **art:** descriptions of paintings, study of painters;

9. ASSESSMENT AND RECORDING.

Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each others answers, particularly for a listening or reading activity, but the teacher will always mark and comment on the work. Very simple comments are made in the target language such as *muy bien*, *fenomenal* etc, and longer comments in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate. Pupils LO attainments are also recorded in writing.

There are four attainment targets in MFL :

- Attainment target 1: [Listening and responding](#)
- Attainment target 2: [Speaking](#)
- Attainment target 3: [Reading and responding](#)
- Attainment target 4: [Writing](#)

Whilst there are no levels specifically for Key Stage 1 and 2, the first four level descriptions for each attainment target for Key Stage 3 are included in the non-statutory guidelines for MFL at key stage 2 to inform planning and to help evaluate children's progress.

At key stage 3, when a modern foreign language becomes statutory, equal weighting is given to all four skills. Children learning a foreign language at key stage 1 and 2 should be prepared to work in all four skills although not necessarily on an equal weighting. In the classroom most activities will involve more than one skill, *e.g. listen and repeat, read and say, listen and write.*

For each topic, there is an assessed piece of work, usually a writing or reading task. Attainments are recorded and used to inform future planning.

10. RESOURCES.

The MFL department has the following resources:

Bilingual dictionaries	
Vocabulary posters	
Reading books	

ICT facilities in the school can be used as can the audio visual technological resources within each classroom.

11. MONITORING AND REVIEW

MFL is taught solely by Mrs Sorrosal who is responsible for monitoring the pupils' work and maintaining standards. Mrs Mallek kindly offers support and guidance when needed.