



Emmaville Primary School

MFL Policy

MFL Co-ordinator: Katherine Lamb

Rationale

Emmaville Primary School believes that learning Modern Foreign Languages makes a valuable contribution to pupils' education. MFL encourages children to become interested in the world around them; it helps to develop an understanding of language while celebrating linguistic and cultural differences. MFL also helps to build pupils confidence in a variety of methods of communication.

Learning about Modern Foreign Languages includes several concepts; developing skills in speaking, listening, reading and writing, understanding where languages are spoken and why as well as investigating and developing an understanding of different cultures. Having the ability to speak, listen, read and write in another language is a real skill and a great asset to have in the modern world. It opens doors to broader communication possibilities as well as a developing a better understanding of the world and why different languages are spoken. It is important that we develop this understanding to help us accept and respect languages and cultures which are different to our own.

Through MFL, pupils will develop not only their French speaking, listening, reading and writing skills but they will gain a deeper understanding of French culture and investigate similarities and differences between that and our own. Pupils will also identify, investigate and celebrate cultures and languages within their class and those associated with their form class continent name.

Emmaville's MFL Curriculum is built on National Curriculum coverage and throughout their time at Emmaville, pupils will gain breadth of study and will have built up a knowledge of languages and cultures around the world, a deeper understanding of the French language and culture as well as an understanding of Francophone countries.

Aims and Objectives – Intent

- To develop a passion and enthusiasm for languages and a commitment to the subject.
- To identify that there are different languages and dialects around the world.
- To learn basic communication vocabulary for a variety of appropriate languages.
- To acquire a broad experience of language through games, songs and stories.
- To develop a strong awareness of the culture of the countries where the language is spoken.
- To help pupils develop a sense of identity through learning about their culture and similarities and differences between cultures around the world.
- To understand that there may be several reasons why languages are spoken in different places around the world and to develop an understanding of the events in the past may have caused this.
- To develop an understanding of French social conventions and identify similarities and differences between those and our own.
- Cultural capital gives our pupils the vital background knowledge required to be able to access different cultures.
- To develop the ability to use language creatively and spontaneously and with appropriate pronunciation.
- To learn to understand spoken French and how to respond where necessary.
- Fluency in reading French.
- Fluency and imagination in writing in French using accurate spelling.
- To communicate clearly employing a wide range of media.
- To develop an independence in their studies and the ability to draw upon a wide range of resources.
- To acquire a range of skills necessary for MFL enquiry and interpretation.
- By the end of KS2, the children will be comfortable and confident communicating in French having built up their French listening, speaking, reading and writing skills.

Approaches to learning – Implementation

At Emmaville, teachers provide balance in teaching approaches, and the planned sequence of work throughout the school encourages pupils to use prior knowledge when approaching new work. We use games, songs and nursery rhyme activities to support French and other language exposure and encourage children and staff to share their expertise. This helps to ensure that pupils have a 'real' world experience of language within school.

A variety of teaching methods best suited to activities and interests of the pupils will be used. These will include:

- Sharing songs, nursery rhymes and games,
- Teacher modelling and repetition of key phrases,
- Use of Rigolo programme to support teaching of French,
- Speaking and listening activities,
- French pen friend letter writing activities.
- School visits.

Emmaville's approach to learning will provide opportunities for all children to develop as linguists with skills that transfer across the curriculum.

Early Years MFL and KS1 Curriculum - Implementation

MFL concepts in the early years include:

- Language can be used to support communication;
- The understanding that different languages exist;
- The understanding that words can be said in different languages;
- At school our primary language is English;
- Within school a variety of languages are spoken and cultures celebrated;
- A sense of uniqueness and of belonging to a community;

EYFS

In Early Years Foundation Stage, children develop their communication skills continually. We will use this opportunity to encourage children to explore language and sounds they can make. Children will be exposed to and encouraged to join in with MFL nursery rhymes, stories, games, counting, welcome and goodbye phrases and celebratory phrases to form links between different languages and English meaning.

Activities are presented in a cross-curricular approach which allows us to make the most of incidental opportunities to develop the children's understanding and enthusiasm for language as well as different cultures.

Reception children will also take part in regular French sessions where they join in with nursery rhymes, counting activities and in using simple French phrases. As well as the introduction of French, languages introduced should show consideration to specific children in the class each year. This can be languages spoken at home, holiday destinations and any places of interest the pupils have. These opportunities will support pupils in exploring and playing with language and help to develop their confidence in communication and using a variety of languages.

Key Stage 1

While MFL is optional in KS1, at Emmaville we feel it is important that pupils develop an understanding and familiarity with different languages in KS1 so that they can be confident and comfortable using them in KS2.

Pupils will continue to be exposed to and encouraged to join in with MFL nursery rhymes, stories, games, welcome and goodbye phrases and children should be encouraged to use these independently and in groups during play or celebratory activities.

Pupils will also make links between languages and the countries they are spoken in to support their understanding of countries and cultures.

In UKS1 pupils will be introduced to the Rigolo French programme to give them experience and of speaking and listening activities using French. This will focus on the speaking and listening aspects to allow pupils to become comfortable and confident using the Rigolo programme.

Key Stage 2 MFL Curriculum - Implementation

The MFL curriculum has been developed in line with the National Curriculum and following ideas from Chris Quigley's Essential Curriculum and MFL Curriculum Companion.

The curriculum design is based on evidence from cognitive science and is underpinned by three main principles:

- Learning is most effective when there is spaced repetition, the children will have opportunities to acquire MFL knowledge and to build upon this over a period of time.
- Interleaving aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

The content of the curriculum is subject specific but we make intra-curricular links to strengthen schema.

The MFL curriculum is divided into four strands. These concepts are:

- Read fluently - recognise key vocabulary and phrases.
- Write imaginatively - use key vocabulary and phrases to write ideas.
- Speak confidently - use key vocabulary and phrases to verbally communicate ideas.
- Understand the culture of the countries in which the language is spoken - understand the background knowledge and cultural capital needed to infer meaning from interactions.

The MFL scheme of work has been created to help the pupils to embed a passion for languages and to support pupils in becoming comfortable and confident in using them.

For example in EYFS and KS1, pupils are exposed to and encouraged to join in with spoken language and to listen and respond to different languages. This will support them to develop an understanding of what a variety of languages sound like and help them build the confidence needed to speak these languages independently. Pupils will also begin to find out about the geography of linguistics and build an understanding of where specific languages are spoken and why. This will encourage the children to ask questions and find out about cultures and traditions around the world helping them to become more knowledgeable about different languages and cultures and support them in becoming respectful citizens.

In KS2, pupils will build on their knowledge from KS1 and develop their language skills focusing particularly on French. Pupils will use their familiarity with language to support them in tackling speaking, listening, reading and writing activities as well as projects links with cultural investigations.

Pupils in Year 5 will have the opportunity to communicate with children in French schools via email to develop their understanding of French, particularly with regards to reading and writing.

Pupils in Year 6 will have the opportunity to go to France and practise their French speaking and listening skills during their visit.

Assessment - Impact

The way in which we have designed the MFL curriculum is to help the pupils to meet the attainment goals, known as milestones. As learning is a change to long-term memory, it is impossible to see impact in the short term and we believe that sustained mastery takes time. The milestones describe attainment at the end of a two-year period. The knowledge categories and proof of progress tasks help the pupils to meet these goals and we compare pupil's work over time assessing the impact.

Milestone 1 - at the end of Key Stage 1

Milestone 2 - at the end of Lower Key Stage 2

Milestone 3 - at the end of Upper Key Stage 2

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the headteacher, staff and governors;
- To monitor the teaching of MFL in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;
- To attend MFL network meetings and relevant courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources to support the MFL curriculum.

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