



Modern Foreign Languages Policy

Philosophy

Holbrook School believes that the learning of a foreign language provides a valuable educational, social and cultural experience for the 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 the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those 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.

Rationale

The National Languages Strategy, "Languages for All; Languages for Life" was launched in 2002. Every primary school child will be entitled to learn a language as part of the curriculum by 2010. The KS2 MFL Framework is designed to underpin the commitment and principles set out in the National Languages Strategy.

Aims and objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment;
- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to stimulate and encourage children's curiosity about language;
- to encourage children to be aware that language has structure, and that the structure differs from one language to another;
- to help the children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;

- to lay the foundations for future study;
- to extend our language teaching beyond mother tongue learning;
- to raise staff awareness of and competence in the MFL.

Organisation

French is taught to children in Y4 to Y6 by a specialist language teacher from Clarendon College in fortnightly 30 minute lessons. The class teacher observes the specialist teacher and follows up the lesson objectives in class. In all classes, class teachers aim to spend 30 minutes per week introducing children to a MFL. This may be French or another language or languages according to the expertise of the teacher and languages spoken by children in the class. Topics covered are as follows:

Class	Topics
Redgrave Kingsley	Nursery rhymes, fruit
Ravel	Clothes, fruit
Nightingale	Colours, my body
Darwin	Weather, family and home
Kandinsky	Pets and animals, family and home
Zephaniah Brunel	Feelings, sports and hobbies

Greetings, registers, classroom routines and praise words can also be conducted in another language.

The curriculum

The Scheme of Work that we follow is written by the Specialist teacher based on the non-statutory guidelines for KS2 in the National Curriculum Handbook for Primary teachers in England 1999, the QCA Scheme of Work for Modern Foreign Languages 2000 and the Framework for Languages 2005. We have content and skills based objectives.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries

- work in pairs and groups, and communicate in French
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Teaching and learning style

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 action songs. We use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country.

We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We emphasise listening, responding and speaking skills in the Foundation Stage and KS1 and then continue these in KS2 with the addition of simple reading and writing skills.

We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

Planning and Assessment

The Specialist teacher plans and delivers the lessons. The class teacher is also given a list of the key words and skills with ideas to practise for the following week.

We assess the children's progress informally during the lessons. Progress is evaluated with reference to the four national attainment targets of: responding, speaking and listening, reading and writing.

Wider Opportunities

The school fosters links with schools in other countries, at present in France, Germany and Ireland. Links involve children sharing information about themselves and their culture, the opportunity to read the language as spoken/written by a native speaker and visits by staff to each others' schools. A whole school Assembly focus each term on another country informs children of other countries.

Equal Opportunities

The way the lessons and scheme of work are planned takes in to account the differences in interests between boys and girls. We avoid gender stereotyping when organizing into groups and assigning activities. We take in to account the differences of religious and cultural beliefs by highlighted the different religious festivals in the target language countries. Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes towards cultural diversity.

Special Educational Needs

A child with SEN is actively encouraged to participate fully in MFL lessons with the necessary support.

Role of the Subject Leader

The Specialist teacher is responsible for long, medium and short term planning. The ST will revise the Schemes of Work in the light of evaluations. ST also supports the class teachers with the target language and MFL methodology.

ST will also lead ideas for celebrating Language Days and Cultural Weeks.

Role of the Governing Body

A report about the progress of MFL is submitted annually to the governors.

Parents and the Wider Community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practice the language we learn every week and help to understand the differences in culture.

The school actively encourages visits from local speakers of another target

language.

Monitoring and review

The Subject leader reports to the governors on progress in teaching and learning.