

RFSN Modern Languages Policy

In the 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 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.

“Our vision is clear – we must provide an opportunity for early language learning to harness children’s learning potential and enthusiasm.” (Catherine Ashton)

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

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
 - Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation
 - Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

All schools within the RFSN are offered German up to KS3, with the exception of Lower Pastures who learn Spanish.

The focus of study is on practical communication. The teaching of MFL offers opportunities for children to:

- Listen attentively to spoken language and show understanding by joining in and

responding

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material , including through using a dictionary
- Write phrases from memory and adapt these to create new sentences to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Form a sound basis for further study at KS3 and beyond

2. STRATEGIES FOR TEACHING

All MFL lessons are overseen by Liz Steele, with sessions lasting 30 - 45 minutes. Class teachers and teaching assistants reinforce key vocabulary in class using weekly tasks set out in MFL planning e.g. doing the register in German/Spanish, classroom instructions, days of the week etc. This ensures previously learnt language can be reinforced and children can make good progress.

3. CURRICULUM PLANNING

The Schemes of work are based around conversational elements.

4. 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 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, 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 and past events;

- Art: descriptions of paintings;
- PE: physical responses to the teacher's instructions issued in the language being learnt, performing dances and exercise to music;
- PHSE: developing good relationships and respecting differences between people.

5. 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. Very simple comments are made in the target language such as bien, super, fantastique, and longer comments in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

There are three attainment targets in MFL :

- Attainment target 1: Spoken language
- Attainment target 2: Reading
- Attainment target 3: Writing

We focus heavily on the first target.

6. MONITORING AND REVIEW

MFL is taught by:

Liz Steele at Roaches School, Evergreen School, Parkgate School, Old Sam's School and Bradshaw School

Hayley Fletcher at Lower Pastures School

Liz Steele is responsible for monitoring the pupils' work and maintaining standards.

July 2020

To be reviewed July 2021