



STEP Academy Trust

Modern Foreign Languages (MFL) Policy

July 2015

Review: July 2018

Introduction

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.

Across the STEP Academy Trust, Modern Foreign Languages are taught from KS1 onwards as part of the normal school curriculum. Children in Reception also have lessons once a week with the support of our MFL specialist teachers; they are beginning to learn the vocabulary through short phrases and songs. Children from Years 1 to 6 have formal lessons and Reception children learn a small amount of vocabulary through songs and games. We continue to believe that many children really enjoy learning to speak another language, and that the earlier a child is exposed to a foreign language the faster the language in question is acquired.

It is widely believed that the early acquisition of a foreign language facilitates the learning of other languages later in life.

Rationale

At the STEP Academy we believe that:

- Children's education and life-long learning is enriched by giving them the opportunity to develop language skills and develop their Intercultural Understanding.
- At primary school age, children are more receptive and less inhibited when learning a language.
- From an early age, the focus of lessons should be on speaking and listening, which we believe can have a significant impact on speaking and listening across the curriculum.
- As children progress, speaking and listening is still important but reading and writing should also be taught to further develop their language skills.
- Learning a new language is fun and available to all children!

Aims

Academies across the STEP Academy Trust aim to:

- continue to foster an interest in learning other languages, which is possible through our IPC and explicit MFL lessons

- continue to help young children access another language in a way that is enjoyable and fun
- make young children aware that language has structure, and that the structure differs from one language to another
- develop speaking and listening skills
- provide children with a global education and opportunities to develop an understanding and awareness of similarities and differences in other people, places, events, cultures and issues
- lay the foundations for future study
- develop the skills of class teachers and support staff alike

Organisation and Resources

Across the STEP Academy Trust, the following languages are being taught: French, Spanish, etc. MFL lessons are taught by class teachers or by Subject Specialists. In the Foundation Stage, the children learn phrases, songs and rhymes to acquire some basic language.

In KS1, the main focus is on Communication Skills (always aiming to teach children to speak in sentences/context, so they do not only learn words which they don't use in conversation). In addition, there is to be a focus on the intercultural aspect of language learning.

It is suggested that, during Term 1 and Term 2, the MFL learning is organised as follows, on a three-weekly rota (as much as possible, depending on the length of the school term):

- Week 1: a new theme/topic is introduced – 20 minutes
- Week 2: the theme/topic from Week 1 is developed – 20 minutes
- Week 3: the theme/topic is revisited/reinforced – 30 minutes
- Week 1: a new theme/topic is introduced – 20 minutes
- Week 2: the theme/topic from Week 1 is developed – 20 minutes
- Week 3: the theme/topic is revisited/reinforced – 30 minutes

As well as this, children are exposed to daily phrases, songs and activities.

For the final term (Term 3), KS1 children will have longer lessons (30 minutes per week):

- Week 1: themes/topics from Terms 1 and 2 are re-introduced – 30 minutes
- Week 2: themes/topics from Terms 1 and 2 are re-introduced – 30 minutes
- Week 3: weeks 1 and 2 themes/topics are celebrated through drama and songs (e.g. an Assembly, a presentation to parents/carers, etc.) – 30 minutes
- Week 1: themes/topics from Terms 1 and 2 are re-introduced – 30 minutes
- Week 2: themes/topics from Terms 1 and 2 are re-introduced – 30 minutes
- Week 3: weeks 1 and 2 themes/topics are celebrated through drama and songs (e.g. an Assembly, a presentation to parents/carers, etc.) – 30 minutes

In KS2, the main focus continues to be on Communication Skills (always aiming to teach children to speak in sentences/context, so they do not only learn words which they don't use in conversation). There is to be a focus on the intercultural aspect of language learning. In addition, children will learn to write and read in a different language.

Pupils in KS2 follow a similar model as in KS1 and have a 30 minute sessions weekly, reinforced by daily songs and games where possible (transition songs, PE games/activities, etc.). Individual Academies can, however, adapt this cycle of learning based on the resources available to them (particularly in terms of staffing).

Planning: Teachers plan and teach from schemes of work and ensure that lessons are planned on a separate planning proforma. Resources are to be kept centrally for all relevant staff to access and the schemes of work are maintained by MFL leader. Use of ICT is encouraged, including platforms such as espresso, Education City, Rigolo. Medium term and individual lesson plans are usually organised by MFL Leader or specialist teacher. Teachers then use these lessons to plan separately in either a separate planning proforma or within in their Discovery Time Medium Term planning.

Curriculum Maps: Based on each Academy's staffing, Curriculum Maps will be produced by the MFL leader, class teachers, or MFL specialists (following, if necessary, the scheme chosen by the school), outlining the themes/topics to be taught in each year group. In addition to these maps, the MFL leader will produce cross-curricular lists which will enable teachers to add some MFL learning in other areas of the curriculum (e.g. colours in art, numbers in mathematics, key verbs in PE, etc.). The MFL leader will also establish how MFL is to reinforce intercultural understanding within the context of British Values. Events such as International Week, Letter Exchanges with schools outside of the UK, etc. will be planned before the start of the school year.

Assessment and monitoring: Class teachers/specialist teachers assess the children informally in lessons, to ensure they make good progress, and can report to parents during Parents' Evening/in end of year reports. The MFL leader will be responsible for devising a tracking system (sometimes available as part of schemes). They will produce list of objectives to be taught throughout the year and teachers will keep a record of progress as they go along (e.g. APP-style tracking). See Appendix 1 for an example.

The MFL Leader reports to the Governors on the progress of children in the learning of MFL on an annual basis, for example, in the Head Teacher report. Children are involved in their own self-assessment. The MFL leader will produce summary grids for children to self-assess, following the key topics/themes taught. These grids will cover specific language skills taught, but also cover the understanding of the cultural aspects taught.

At the end of each unit of work with guidance, children in KS2 assess their understanding and skills in listening, speaking, talking to others, writing, reading and intercultural understanding. At the end of the year, they assess the learning on the Languages Ladder and tick the grade they think they are on (with guidance from the teacher). Children also place best pieces of work in an MFL portfolio which will follow them up the school.

Equal Opportunities: all children, regardless of gender and ability, will have equal access to the MFL curriculum and will have the opportunity to make the most of their own potential, within this field. A modern foreign language forms part of the school policy to provide a broad and balanced education to all children and we do this by setting suitable learning challenges and responding to each child's different needs.

Coordination and Management

The MFL leader will need to:

- produce and implement an MFL action plan or add to the Academy Improvement Plan's priorities
- be responsible for monitoring planning, teaching and learning
- ensure that timetables are produced to ensure that MFL is taught appropriately at all levels of the school
- monitor the production of portfolios of work
- collect samples of work on a termly basis
- produce the school's curricular maps (including cross-curricular lists for teachers to use MFL in various subjects)
- plan key events to promote intercultural understanding, in line with British values
- keep the resources area tidy and efficient
- act as an ambassador for the learning of MFL

Staff Training

The MFL leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

APPENDIX 1

TRACKING SHEET – YEAR 2 – FRENCH LANGUAGE LEARNING
ACADEMIC YEAR 2014-2015

Name of child: _____

TARGET	B	D	S
I can introduce myself			
I can say 'Bonjour'			
I can say 'Je m'appelle'			
I can say 'Comment ca va?'			
I can say 'Comment vas-tu?'			
I can say 'J'ai ___ ans'			
<u>I can use colours to describe a noun</u>			
I can say 'C'est jaune'			
I can say 'C'est vert'			
I can say 'C'est vert'			
I can say 'C'est marron'			
I can say 'C'est rouge'			
I can say 'C'est bleu'			
I can say 'C'est gris'			
I can say 'C'est violet'			
I can say 'C'est rose'			
I can say 'C'est blanc'			
I can say 'C'est noir'			
<u>I can name body parts in French</u>			
I can say 'J'ai une tete'			
I can say 'J'ai des bras'			
I can say 'J'ai des pieds'			
I can say 'J'ai des jambes'			

TARGET	B	D	S
I can say 'J'ai des droits de pieds'			
I can say 'J'ai des mains'			
I can say 'J'ai une ventre'			
I can say 'J'ai une fesse'			
I can say 'J'ai des epaules'			
I can say 'J'ai des yeux'			
I can say 'J'ai des oreilles'			
I can say 'J'ai une bouche'			
I can say 'J'ai un nez'			
I can say 'J'ai un cou'			
I can say 'J'ai des genoux'			
<u>I can say who is in my family using 'Il y a...'</u>			
I can say 'un pere'			
I can say 'une mere'			
I can say 'un frere'			
I can say 'une soeur'			
I can say 'une bebe'			
I can say 'un oncle'			
I can say 'une tante'			
<u>I can ask for food in French using 'Je voudrais...'</u>			
I can say 'du pain'			
I can say 'des salades''			
I can say 'des salads de fruits'			

TARGET	B	D	S
I can say 'du fromage'			
I can say 'du chocolat'			
I can say 'du l'eau'			
I can say 'un pain au chocolat'			
I can say 'un croissant'			
I can say 'un mousse au chocolat'			
I can say 'un sirop du menthe'			
I can say 'un sirop du citron'			
<u>I can describe foods that I like and dislike using 'J'aime...'</u>			
I can say 'le pain'			
I can say 'les salades''			
I can say 'les salads de fruits'			
I can say 'le fromage'			
I can say 'le chocolat'			
<u>I can describe what I am wearing using 'Je porte...'</u>			
I can say 'des pantalons'			
I can say 'des chaussettes'			
I can say 'des chasseurs'			
I can say 'une jupe'			
I can say 'une chemise'			
I can say 'un pull'			
I can say 'une cravate'			
<u>I can describe what the weather is like using 'Aujourd'hui...'</u>			

TARGET	B	D	S
I can say 'il fait beau'			
I can say 'il y a du soleil'			
I can say 'il y a du vent'			
I can say 'il y a du neige'			
I can say 'il pleut'			
I can say 'il fait chaud'			
I can say 'il fait froid'			
<u>I can ask for cutlery using 'Je voudrais...'</u>			
I can say 'une assiette'			
I can say 'une fourchette'			
I can say 'un couteau'			
I can say 'une couillere'			
I can say 'une vere'			
<u>I can describe the colour of an animal using 'Un ___ est ___'</u>			
I can say 'un tigre'			
I can say '			
I can say '			
I can say '			
I can say '			
I can say '			
I can describe an animal using 2 adjectives 'Un ___ est ___ et ___'			
I can grand			

APPENDIX 1

**TRACKING SHEET – YEAR 2 – FRENCH LANGUAGE LEARNING
ACADEMIC YEAR 2014-2015**

Name of child: _____

TARGET	B	D	S
I can petit			
I can tell the time			
I can say 'il est ____ heure'			
I can say 'Il est ____ heure et demi'			
<u>I can count</u>			
I can count to 'dix'			
I can count to 'vingt'			
I can count to 'trente'			
<u>I can say what day it is using 'Aujourd'hui c'est'</u>			
I can say 'lundi'			
I can say 'mardi'			
I can say 'mercredi'			
I can say 'jeudi'			
I can say 'vendredi'			
I can say 'samedi'			
I can say 'dimanche'			
<u>I can name the months when saying the date using 'Aujourd'hui c'est le ____'</u>			
I can say 'janvier'			
I can say 'février'			
I can say 'mars'			
I can say 'avril'			
I can say 'mars'			

TARGET	B	D	S
I can say 'avril'			
I can say 'mai'			
I can say 'juin'			
I can say 'juillet'			
I can say 'août'			
I can say 'septembre'			
I can say 'octobre'			
I can say 'novembre'			
I can say 'décembre'			
<u>I can name cultural events</u>			
Noël			
Paques			
La Galette			
Francophonie			

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

B2	B2+	D2	D2+	S2	S2+
10-14	15-24	25-30	31-36	37-41	42-45
				INCLUDING ALL UNDERLINED STATEMENTS WITH 3 TICKS	