Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Introduction

At High View we have chosen French as the key language for the children to experience, based on our proximity to France and relationships with schools in France. We also believe that the children should have access to a range of language experiences and so we provide these as they flow through the normal curriculum - e.g. teaching some German, Chinese, Spanish when exploring Art, RE, Geography, PHSE, Music, Literacy, European days and Inter-cultural celebrations. At High View, we begin familiarising children with a foreign language (French) in KS1.

High View School operates a thematic curriculum, in which opportunities and the application of skills are woven into stimulating historical, geographical and scientific theme headings, which drive the term's planning. In linking subjects and weaving opportunities to apply knowledge and skills across the curriculum at High View, the subjects are brought alive to stimulate and engage children so that deep learning is achieved.

Aims

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
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- Discover and develop an appreciation of a range of writing in the language studied.

Principles of teaching and learning

- Using the foreign language in ordinary classroom situations, regular routines and game contexts in a way that children find enjoyable.

- Direct teaching, much of which will be done informally and incidentally through using the language for real purposes (taking the register, classroom commands, giving routines instructions, celebrating achievements, birthdays and the like, see also Scheme of Work, Lingua Scope and Heinemann French).

Equality statement

At High View we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data and personalisation plans to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
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- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Teaching a MFL

Scheme of work

Mrs Anker created a scheme of work based upon the recommendations of the new 2014 curriculum recommendations. Using Lingua Scope, Heinemann French, Le Petit Pont CD-ROMs and various other resources help us to provide a structure to the teaching of French, whilst providing cross-curricular links. At High View School the content has been divided into modules, which the staff can easily access. This creates achievable aims and progress.

Relevance

We draw upon the children’s own experiences of other languages, particularly on holiday and from visitors, they have the opportunity to meet.

Cross-curricular

Literacy – Children can see the links between words and compare their roots and origins, writing letters to pen pals.
Computing – Use of Lingua Scope, Heinemann French CD Rom, BBC school net, research into other countries via the internet and communications via email with other schools.
The social, moral, spiritual and cultural development of the children is addressed in the exposure to a modern foreign language.
Geography – The children will become aware of the locations of many countries when learning a language.
PHSE – The ‘Rights and Responsibilities, Anti-bullying, Making friends’ topics lend themselves perfectly to encourage the enjoyment of cultural stories and discussions.
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**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Assessment and record keeping**

Assessment is informal in MFL. The module overviews are annotated as part of formative assessment and this information is passed on to, and acted upon by, the next class teacher (see also progression layout in scheme of Work).
From the 2014 National Curriculum Document:

Subject content  Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught 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
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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

• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.