

UPLANDS JUNIOR SCHOOL

Modern Foreign Languages (MFL) Policy 2024



1 Rationale for Teaching Languages at KS2

- 1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. Modern Foreign Languages (MFL) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. At Uplands we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Learning a language also provides the foundation for learning further languages, equipping children to study and work in other countries, broadening their horizons. At Uplands we believe strongly in the benefit of this and therefore we provide our children with language learning opportunities from Year 3 onwards in the form of French lessons. Language learning is compulsory at KS2 and MFL is considered a foundation subject.
- 1.2 **Learning a language enriches the curriculum**, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- 1.3 **Language learning stimulates children's creativity**. Children enjoy taking an active part in language lessons. They join in with singing, raps, and compete against each other in competitive activities. They take part in conversations and speaking activities imitating accurate intonation and pronunciation. They play games, take turns, make things, challenge each other in quizzes and games, and experiment creatively with language.

- 1.4 **Language learning supports oracy and literacy.** Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work, sing songs, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning is an important role in the 'education of the ear', and underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- 1.5 **Language learning can lead to gains across the curriculum.** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.
- 1.6 **Language learning supports and celebrates the international dimension.** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.
- 2 **Our aims of teaching MFL are for children to:**
- foster an interest in, and positive attitudes towards, foreign language learning.
 - become aware that language has a structure, and that this structure differs from one language to another.
 - develop speaking and listening skills.
 - gain enjoyment, pride and a sense of achievement.
 - explore and apply strategies to improve their learning.
 - explore their own cultural identities and those of others.
 - form a sound basis for further study at key stage 3 and beyond.

- 3 Teaching and learning styles and procedures.
- 3.1 At Uplands Junior School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT and Music, for example, are particularly appropriate for cross-curricular teaching.
- 3.2 The lessons are to be delivered by Mrs. Marshall, the specialist teacher covering PPA, who is also the MFL Subject Leader.
- 3.3 KS2 children are entitled to at least 45 mins of MFL teaching a week.
- 3.4 Lesson Content:
The French lessons are to include:
- a. learning French vocabulary
 - b. asking and answering questions
 - c. using bilingual dictionaries
 - d. teaching of basic grammar and spelling patterns
 - e. playing games and learning songs
 - f. using language that has been taught in role play situations
 - g. researching and learning about life in France
 - h. writing phrases, sentences and short paragraphs.
- Children will be offered French food tasting experiences e.g. French traditional food and a typical French breakfast.
 - French video clips and contemporary music will be included for enjoyment and authenticity in lessons.
 - French will be used in displays that relate to the children's learning.
 - A French theatre company will visit the school to involve the children in French language activities in the form of story-telling.
 - French stories will be read and explored.
 - Languages other than French may be used within individual classes and topics.

4 MFL curriculum planning

- 4.1 At Uplands we base our planning on the National Curriculum covered in secondary schools in the UK, and topics are adapted and simplified to be appropriate for KS2. This gives children a good foundation to be built on when they continue languages in KS3.
- 4.2 Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Each unit contains key grammar and vocabulary and gives opportunities to reflect on similarities and differences between France/countries where French is spoken, and England. The subject leader is responsible for keeping and reviewing these plans.
- 4.3 The scheme of work assumes no previous knowledge of the language although it is planned for progression as pupils go through the school, ensuring a basic knowledge of a wide variety of topics by entry into Key Stage 3 and offering tasks of increasing complexity as pupils grow.

5 MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will endeavour to teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

6 Reporting to parents

Full written reports for Key Stage 2 are produced for parents at the end of the year. MFL is reported in these reports with the subject leader indicating progress made the pupils over the year.

7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 Children's work is continually assessed by the specialist language teacher in both oracy and literacy. Targets are developed for pupils for the teacher to assess if children are making progress in these areas. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. All children are encouraged to make judgements about how they can improve their own work. Children recap and reflect on each half term's learning objectives as well as completing an assessment to consider where they are in relation to their targets. Assessments take place at the end of every unit of work.

9 Monitoring and review

- 9.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the head teacher. The work of the subject leader also involves being informed about current developments in the subject and providing a strategic lead and direction for MFL in the school.
- 9.2 This policy will be reviewed every 5 years.