



DANE ROYD SCHOOL

MFL Policy

Review frequency: 2 years

Approval by: Standards Committee

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Lead Personnel: Nicolette Hannam

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

A policy for Modern Foreign Languages June 2023

Introduction and Rationale

At Dane Royd Junior and Infant School we are ambitious in the teaching of Modern Foreign Languages and children begin their language learning journey in Foundation Stage, French is taught from UFS to Year 6. It is our intention that children develop an interest in learning French and other languages that is both enjoyable and stimulating. We encourage children's confidence whilst developing their curiosity as to how language is structured. Our programme of study is clear and well sequenced, developing skills in reading, writing, speaking and listening. Grammar is taught systematically to enable children to use and apply their French learning in a variety of contexts laying the foundations for future language learning. French is taught by a MFL specialist with a degree in French and German with knowledge of Spanish and children follow the Wakefield/La Jolie Ronde Scheme of Work.

As part of our ethos for children to forge an interest in the wider world and become global citizens, we maintain links with our sister school in Chengdu, China. Dane Royd Junior and Infants School has recently established an exciting partnership with **CEIP Alcorac Henríquez** School in Gran Canaria giving KS2 children the opportunity to attend Spanish club, learn Spanish and write to their Spanish pen pals.

Aims

At Dane Royd Junior and Infant School our intention is to provide quality teaching and learning of Modern Foreign Languages. We aim to inspire in children a curiosity and fascination about learning languages which will encourage them to become our linguists of the future. We aim to:

- Develop a love of languages and an appreciation of how language works
- Enhance confidence in spoken language, pronouncing common graphemes to promote accurate pronunciation and intonation
- Improve confidence in learning new vocabulary including how to use a bilingual dictionary and the strategies need to commit words to memory
- Teach an understanding of key concepts such as gender, adjectival agreement and position, word order and the use of high frequency verbs
- Provide the opportunity to read and appreciate stories, poems and rhymes along with the opportunity to respond to languages from authentic stories
- Develop confidence in writing, integrating new language into previously learned language

Wider school aims/ethos

This policy supports our school aim of, *'developing self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live'*. Pupils learn about cultural traditions, their origins, aspects of everyday life and celebrations in France and other French speaking countries. Teaching encourages pupils to make comparisons with aspects of their own traditions and culture. To extend this particular aim further, pupils are exposed to other languages and traditions during their topic lessons.

This policy also supports the school aim of, *'preparing children to live and work with others, enabling them to be responsible and caring members of the community'*. Pupils are taught how to become effective communicators in another language, as well as that of their own. Activities allow them to work individually and collaboratively, taking active roles in group tasks and present their learning in class and whole school situations.

Teaching

Foundation Stage

Pupils at Dane Royd begin their learning of French during their time in Upper Foundation Stage. French is taught weekly following the Little Languages Scheme of Work. Children in Upper Foundation Stage develop skills in listening and speaking and develop an appreciation of songs, poems and rhymes. Key vocabulary and sounds in French are also linked to the wider curriculum topics.

Key Stage 1

Children in Key Stage One are taught by a French specialist weekly following the Wakefield/Little Languages Scheme of Work. Children continue to develop their skills in listening, speaking, reading and writing. Children begin to take part in basic conversations extending their pronunciation and intonation. Children in Key Stage One join in familiar stories, songs and rhymes. Key vocabulary is also linked to the extended curriculum and topics

Lessons in Key Stage One are well planned and resourced to ensure that:

- Children can recognise similarities between words in different languages
- Children can take part in basic conversations and begin to develop accurate pronunciation and intonation
- Children learn to write phrases and short sentences from memory
- Children develop an understanding of simple, basic grammar
- Children listen to and join in with familiar stories
- Children explore patterns and sounds of language through songs, poems and rhymes

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 continues to allow children to develop a secure knowledge and understanding in grammar, phonics and vocabulary applying these to the skills of speaking, reading, listening and writing. Lessons are taught weekly by a French specialist following the Wakefield/La Jolie Ronde Scheme of Work.

Lessons in Key Stage Two are prepared to ensure that children:

- Listen attentively to spoken language and respond
- Engage in conversation; ask and answer questions and express opinions
- Speak in sentences using familiar vocabulary and grammar
- Develop accurate pronunciation and intonation
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

As children progress to upper Key Stage Two, their lessons aim to allow them to:

- Read short texts carefully and show understanding of words, phrases and simple writing
- 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
- Understand basic grammar rules, making links and comparisons to grammar and spelling rules of their own language

As a specialist teacher is used to teach French across both Key Stage 1 and 2, consistency, progression and coverage of themes are clearly evident and maintained. Children record their learning in language books, which are marked according to the school's marking policy. As the very nature of the MFL scheme of work is practical and verbal, this exercise book is only a small representation of all the work covered.

Substantial progress in Modern Foreign Languages

The National Curriculum states that all pupils in Key Stage Two are to make substantial progress in one Modern Foreign Language. As Dane Royd excels in this field, we have expanded the teaching of two foreign languages. Until March 2020 Mandarin was taught across the whole by a specialist teacher with a robust curriculum. Spanish is now offered as a lunchtime club in Key Stage Two and Year 5 and Year 6 have a pen pal link with our partner school **CEIP Alcorac Henríquez** School in Gran Canaria.

Learning environment

High quality displays are created in each classroom for French, Spanish and Chinese and within shared areas around school. Displays are changed each half term to reflect learning from the Wakefield/La Jolie Ronde Scheme of Work. Displays demonstrate progress in grammar, phonics and vocabulary along with quality pieces of writing in the target language.

There are a range of French books available in our French library and during special festivals, such as Chinese New Year, shared areas are decorated with authentic materials and decorations to enhance and embed the learning opportunity.

Cross-curricular learning

The class teachers exploit links to other curriculum areas, such as Geography, History and Religious Education. They can also include language learning sessions as appropriate, where it is best placed to practise language with the children (eg. routines- such as answering the register; preparing a class assembly).

Within the content of the scheme of work, there are clear links with learning in the following areas:

Maths – through recognition, practise, calculations

Geography – through learning about the location of countries, through exploring similarities and differences between places, landmarks and human and physical features

PSHCE – through learning about attitudes towards others, through exploring cultural similarities and differences, through discussion about stereotypes and misconceptions, through working and co-operating with others

PE – through active games, morning exercise activities, warm up activities

Art- studying key artists and sculptors from the target countries, replicating their style and work.

Equal opportunities

Classroom activities are planned to challenge and involve all children appropriately, according to age and capability, ethnic diversity, gender and language background.

Differentiation

At our school we teach Modern Foreign Languages to all children. French forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our MFL teaching we provide learning opportunities that enable all children to make progress from their starting points. We do this by setting suitable learning objectives and activities in response to each child's different needs. We use a range of strategies to support children, for example

- The use of appropriate vocabulary at varying levels of difficulty during the lesson
- Modified texts and activities
- Different levels of written or oral questions

Homework/parent partnership

Activities which support the aims of the MFL policy are often set for homework tasks across year groups. Children are encouraged to access the subscribed websites and apps in and out of school. They are given log-in details, so that they can develop their interests further at home should they wish. Dane Royd often participates in national and international competitions, such as 'International Education Week', or the 'European Day of Languages' events. Children have the opportunity to celebrate their language learning and achievements in assemblies.

Resources

Dane Royd Junior and Infant School follows the 'Little Languages' Scheme of Work in EYFS and KS1 and the Wakefield/La Jolie Ronde Scheme of work in Key Stage 2.

There is also an abundance of supplementary resources and authentic materials available at school for the teaching of MFL. They are organised in to language sections and audited and reviewed annually by the MFL co-ordinator.

Assessment

- Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal communication.
- Children's progress is monitored through observation, teacher marking, formative assessment and by using planning and learning objectives.
- Children use pupil self-assessment grid each half term based on grammar, phonics and vocabulary and progression in speaking, listening, reading and writing.

Monitoring and evaluation

The role of the MFL Co-ordinator is:

- Taking the lead in the delivering the Wakefield/La Jolie Ronde Scheme of Work, developing resources, progression documents, policies and planning
- Monitoring and evaluating children's work via book scrutiny and pupil voice
- Ensuring classroom and corridor displays are up to date and in line with the Scheme of Work
- Auditing and ordering resources
- Keeping up to date with developments in MFL and attend CPD training and Network Meetings
- Reporting back to SLT

Policy review

The Subject Leader with responsibility for MFL is responsible for monitoring the implementation of this policy. This will be through annual discussion with the SLT and consideration of the evidence included in the subject leader portfolio. The Subject Leader will report on this to the curriculum committee annually. The work of the Subject Leader will also be subject to review by the Head teacher as part of performance management arrangements.