



Ashton Keynes Primary School

MFL Policy

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Updated by Jade Smith

The National curriculum states:

‘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.’

At Ashton Keynes C of E Primary School we believe that the learning of another 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.

Pupils will 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 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

Aims and objectives

The aims and objectives of learning a modern foreign language at Ashton Keynes School are:

- to give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- to foster an interest in learning other languages.
- to introduce children to another language in a way that is enjoyable and fun.
- to stimulate and encourage children's curiosity about language.
- to encourage children to be aware that language has structure, and that the structure differs from one language to another.
- to help children develop their awareness of cultural differences in other countries.
- to develop their speaking and listening skills.
- to lay the foundations for future study.
- to raise staff awareness of and competence in the MFL.

Organisation and approach

At Ashton Keynes our focus language is French. French is taught in a whole-class setting, using 'Language Angels'. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. The style of teaching is based on the TEFL approach whereupon the children are immersed in the language.

Each class has a timetabled lesson of French which can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work informally.

Extra lessons, as extra-curricular activities, are provided (free of charge) to further embed learning and raise enthusiasm. These are planned on a termly basis, starting in Years 5 and 6 and then moving to LKS2 and KS1.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- recognise similarities and differences between English and French.
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups, and communicate in French
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Teaching and learning styles

At Ashton Keynes we use a variety of techniques to encourage the children to have an active engagement in learning French: these include games, role-play and action songs, watching clips and listening to CDs and stories.

We emphasise listening, responding and speaking skills in KS1 and then continue these in KS2 with the addition of simple reading and writing skills. Children will be taught adaptable sentences and sentence structures so that they can make links between different topics.

We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to learning French. We build the children's confidence through praise for any contribution they make, however tentative.

Assessment and record keeping

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented.

Monitoring and evaluation

The MFL Subject leader monitors the effectiveness of MFL lessons on a termly basis. Findings are shared with the SLT and the MFL SEF is updated as appropriate.