



Dorchester Primary School



Modern Foreign Language Policy

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Intent

At Dorchester Primary School, we believe that the learning of a language provides a valuable educational, social, and cultural experience for our pupils. Through language learning, we intend to help our children to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. The linguistic skills gained will assist and lay foundations for further language learning and will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

We aim to:

- Foster an interest in language learning by introducing children to another language in a way that is enjoyable and accessible to all pupils.
- Stimulate and encourage children's curiosity about language and creativity by experimenting with it.
- Support oracy and literacy through speaking and listening skills so that children; know more, remember more and understand more.
- Give an extra dimension to teaching and learning across the curriculum which fulfils the expectations from the National Curriculum.

It is the intention that all children in KS2 will access first quality teaching of Spanish in order to adequately prepare them for KS3.

Implementation

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities to include actions, rhymes, stories, songs, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Pupils are 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.

In addition to our weekly lesson, we believe that language is best learned if practised throughout the week and not just delivered in a weekly lesson. The use of other curriculum areas and registration time provides valuable cross curricular opportunities to continue the development of MFL skills.

The contribution of MFL to teaching in other curriculum areas

English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation. Through learning the complexities of another language they also learn about the structures of their own language.

Mathematics

Children can reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

Personal, social and health education and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education

By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography

The children are made aware of the position of the country (whose language is being studied) on a European and world map. They are introduced to some significant geographical features of the landscape and some towns. Through videos, books and other sources of information they develop their intercultural understanding.

Music

We teach children songs in the modern foreign language - both traditional and modern - which of course helps them develop a sense of rhythm and an ear for melody.

Science

Children reinforce their knowledge of parts of the body through related games, such as a Spanish version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs.

PE

Many of the games and skills we teach in PE are very active games that require fast reactions, where teachers can reinforce prior knowledge of commands/ instructions and verbs. Eg. skip/run/walk - fast slow etc.

MFL curriculum planning

3.1 We use the national curriculum as the basis for our curriculum planning.

https://bcclanguages.co.uk/?page_id=733

2.2 We base the teaching of languages on the guidance material in the Key stage 2 Framework for Languages. We have, however, adapted this to the context of our school and the abilities of our children.

2.3 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also listen to native Spanish speaking recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

2.4 We emphasise the listening and speaking skills over the reading and writing skills. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere and kinaesthetic approach.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation by:

- using peer support
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.
- a range of questioning

We assess the children's progress informally during the lessons, evaluating progress against the National Curriculum Attainment Targets of:

- Oracy
- Literacy
- Intercultural Understanding
- Knowledge of Language

- Language learning Strategies

These are linked to the expectations and outcomes as described in the framework.