

The Glebe Primary School

MFL POLICY - KS2

Modern Foreign Languages: Aims

- a) To enable all pupils to experience learning and using a modern foreign language.
- b) To broaden the cultural awareness of all pupils.
- c) To enable pupils to develop a greater sense of understanding and involvement in the development of European issues.
- d) To develop the motivation and self-esteem of pupils by enabling them to experience success in learning French.
- e) To provide pupils with a context for developing a new range of knowledge, concepts and skills.
- f) To provide pupils with a new context for reinforcing existing knowledge, concepts and skills, with particular reference to language-learning skills, personal and social skills, study skills and cultural awareness.

Modern Foreign Languages: Policy Statement

- a) Pupils in Year 3/4/5/6 follow a modified version of the Scheme of Work as suggested in the QCA key stage 2 MFL Scheme of Work 2009. Where applicable, these schemes of work are adapted to link to other areas of the curriculum so that student can reinforce their learning in other subjects as well.
- b) There is a subject co-ordinator with responsibility for MFL, whose job description is specified in the appropriate policy document. (Mrs Hall)
- c) The school acknowledges the continuing need for staff training in the teaching of MFL. There are two specialist modern foreign language teachers who also promote the use of commercial resources helps to provide necessary support and bridge gaps in expertise. (Talk Now interactive CD-Rom and Rigolo1&2, espresso, busuu.com)
- d) The Target Language is French and will be taught, on average, for one lesson a week during Y 3/4/5/6 (**60mn**)
- e) Pupils will usually be taught by Mrs A Mc Dowall, HLTA (Y3/4/6) and Mr Tinjod (Y5) who also works at North Shore Academy. Language is recycled every week by their class teacher using the video made on a Thursday morning. This arrangement will provide opportunities for their teacher to generalise and reinforce knowledge, concepts and skills throughout the week.
- f) The scheme of work will be delivered using the planning grids available on the staff shared area called 'French', with defined themes for all pupils, in parallel with specific aspects of knowledge, concepts and skills which run throughout the course and enable pupils to demonstrate individual progress. The scheme responds to NC 2009, QCA "A Scheme of Work" 2009 & QCA "Planning, Teaching & Assessing the Curriculum for Pupils with Learning Difficulties".

g) In general, teaching objectives will be introduced in the order:

- i) listen and understand;
- ii) speak;
- iii) read and understand;
- iv) write.

It is not anticipated that pupils will progress at equal rates in all four of the above language areas and, in order to meet the needs of individuals, teaching targets and strategies will focus on i) and ii), especially at the start of Year 3 and 4. However, it is not intended to restrict the learning opportunities of any pupil and appropriate further provision will be made available to any pupil whose progress warrants it.

h) Teacher assessments against national curriculum statements of attainment will be made each term.

i) The handling of issues relating to special needs, culture, religion and gender will follow the school's policy on Equal Opportunities.

j) ICT will be developed throughout the course as an integral component wherever appropriate, for instance using apps on the ipad.

Modern Foreign Languages

KEY STAGE 2 N.C. PROGRAMME OF STUDY

The programme of study for Key Stage 2 is defined in 3 sections under the main heading of: "Understanding and using the foreign language."

- 1 In the early stages of language learning pupils might be taught:
 - a how to use and respond to French
 - b how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
 - c correct pronunciation and intonation
 - d how to ask and answer questions
 - e techniques for memorising words, phrases and short extracts
 - f how to use context and clues to interpret meaning
 - g how to make use of their knowledge of English in learning French

- 2 Pupils can be taught about other countries and cultures by:
 - a working with authentic French materials including some from ICT-based sources
 - b considering their own culture and comparing it with others (trip)
 - c considering the experiences of other people (espresso)

- 3 In order to develop their knowledge, skills and understanding further, pupils might also be taught:
 - a the inter-relationship of sounds and writing
 - b simple aspects of grammar and how to apply them
 - c how to initiate conversations
 - d how to use dictionaries and other reference materials
 - e how to communicate with each other in French in pairs, groups and with their teacher
 - f how to use their knowledge of French creatively and imaginatively
 - g how to use French for real purposes

Pupils will be given opportunities to take part in activities that, where appropriate, combine two or more of the four language skills of listening, speaking, reading and writing. The target language will be used as much as is consistent with teacher expertise, and appropriate to the needs and abilities of pupils, bearing in mind the desire to enable individuals to progress and demonstrate success. Year 5 and 6 will develop 4 skills in each lessons. For Y3 and Y4, speaking and listening will be the first focus.

Modifications to the PoS

1. The knowledge of language will be delivered implicitly and little explicit understanding will be required. Pupils' ability to experiment with language, will be dependent upon any such knowledge gained;
2. The anticipated rate of progression will be in line with pupils' abilities as they develop and this may require limited contexts and tasks for some Units.
3. The reading ability of pupils should not limit some of the texts they are expected to handle.
4. It is anticipated that the usual progression from short texts and simple language structures, to longer texts and more complex language, will be achieved by using the language regularly and year after year.

Areas of Experience

It is the intention of the school to offer pupils the broadest possible base within Units 1-24, simultaneously reinforcing knowledge, concepts and skills gained from other curriculum areas. Additionally, in some topics it is expected that study of a Modern Foreign Language will provide opportunities to open up new horizons that can be used to broaden pupils' learning experiences.

Vision, draft 1

Our school will plan to teach one language over four years; rather than choose a more multi-lingual approach focusing on how language works and on the development of language learning strategies. Introducing small amounts of language learning and building up little by little is highly recommended. In order to help primary teachers phase in language learning successfully, schools can access a wide range of support and resources. **In our school, we have 2 interactive resources (Rigolo) and the Talk Now CDRoms series. Also, Mr Tinjod, French native speaker, will deliver and support a weekly delivery of French through training videos available for staff and pupils.**

How can we develop excellent primary learning and teaching

Over the past 4 years, we have followed more or less closely the Framework for languages. There are many aspects of the Framework that has seemed familiar to our staff. This is because the Framework has been designed to accord with the National Literacy Strategy, the new Primary Strategy and good primary practice in general. In introducing the Framework there has been explicit areas of overlap and enrichment and clear opportunities to teach and reinforce these through the context of other subject areas. This is particularly relevant for aspects of **intercultural understanding, knowledge about language and language learning strategies**. Wherever possible links to French culture will be brought forward in the planning (ex Le Tour de France 2015, The Rugby World Cup 2015). Our teachers should feel confident that they have much to contribute to the development of primary language learning.

Gaining confidence in teaching a new language

For many teachers who are apprehensive about introducing primary languages, the main source of anxiety is usually the extent of their knowledge of the language to be taught. The following six observations reflect the experience of our staff, as we have been teaching French over the past four years:

1. Worthwhile experience of language learning can be provided for primary pupils by teachers who do not have an extensive knowledge of the language being taught;
2. People tend to underestimate how much they do know; most teachers have studied a language at some time and retain a residual knowledge and understanding of key words, phrases and structures;
3. **We have now a number of high quality teaching resources** which teachers can use both to refresh their own familiarity with

the language being taught and to structure teaching programmes for their pupils;

4. **Native speakers are involved in a variety of ways to assist us (youtube, authentic videos, realia trip to France, etc);**
5. Primary languages has not be seen as adding 'a bolt-on extra', but rather as giving a new and distinctive dimension to the curriculum as part of the Primary Strategy (1 full hour lesson a week);
6. Direct support has been available from many sources including 2 secondary schools (Ian Ramsay and North Shore Academy) and organisations such as the CILT, the National Centre for Languages where we have looked for advice and resources.

For our school, it will be sensible to start with Year 3 pupils. There are many opportunities to make links with literacy in English, and to embed language learning little by little into classroom activities. There is much to gain for children at this stage of development in listening to and interacting with the sounds of the new language, in order to train the ear and encourage them to play with sounds, joining in with songs, rhymes and simple phrases.

Teachers can plan activities in advance, using a set amount of language and our 'HOMEMADE' COACHING VIDEOS. The range of language in the beginning stages and the nature of the activities proposed should mean that teachers can more easily, comfortably and quickly perfect their pronunciation and grow in confidence. Doing a little well is the key to success for teachers getting started. We also have valuable support in developing high quality structured teaching over time.

Making language learning part of school life

Embedding language learning into school life achieves many benefits on a number of levels, for example:

Personal development

- It helps children to understand that there are many languages spoken in the world (and in their school) and that this is normal, natural and valuable;
- It encourages children to develop a deeper understanding of their own culture and that of others;
- It promotes enjoyment in language learning and gives it status.

Linguistic development

- It provides opportunities to use the new language for real purposes, taking full advantage of the primary curriculum and teaching context;
- It makes the repetition necessary to learn a new language natural and easy
- It deepens knowledge about language;

- It helps to develop language learning strategies;
- It develops habitual and automatic responses, encouraging fluency and confidence;
- It provides a platform for planning for linguistic progression, building on familiar routines.

Curriculum time

- It makes best use of available time and does not place undue pressure on other foundation subjects.

Daily routines have provided a good starting point for our teachers who have never taught languages before. In the normal course of everyday life in the classroom these teachers use certain words and phrases over and over again. They greet children, they talk about regular events and routines, they give instructions and praise. Routine language such as 'come here'/ENTREZ, 'sit down'/ASSEYEZ-VOUS, 'stand up'/LEVEZ-VOUS, 'well done'/TRES BIEN, can be as easily conveyed in the new language as they can in English.

Spotlight: Using every day routines

Throughout the day children in Year 3/4/5/6 can follow most classroom instructions in French. They learn these through a variety of games such as 'Read my lips'/LISEZ MES LEVRES, echo and repeat, 'Jacques a dit...'/SIMON SAYS. The instructions become part of normal routine. Children take turns to give instructions and praise to the class and often manage the games taking the role of the teacher.

O: Listen attentively and understand instructions, everyday classroom language and praise words

Regular events such as taking the register/FAIRE L'APPEL and counting the numbers of children staying for school lunch can be efficiently carried out in another language. Signs indicating entrances and exits, instructions to pull or push doors, directions and labels can also be displayed in other languages. Through sheer force of exposure to the new language and repetition these daily encountered words, phrases and sentences will be rapidly learned and assimilated naturally by teacher and pupils alike. These can form a firm foundation on which to build confidence and progression.

Spotlight: Using the register

Every day in a Year 3/4/5/6 classes the teacher takes the register in French. The children answer using as many different words or expressions as possible, trying not to repeat something that the previous child has said. If they can't think of something new, they use the same word or expression but say it in a different mood, happy, sad, tired, angry and the class calls out the

mood in French.

O: Perform simple communicative tasks using single words, phrases or short sentences

Embedding language learning into whole school policy is particularly effective. Children, their parents and the wider community can see that language competence, however small, is valued and that speaking another language or languages is part of the ordinary daily experience of everybody around them.

Teachers keen to adopt this approach can begin by taking a look at the lists of the main words, phrases and sentences that are used in the classroom and display them.

Integrating language learning with other subjects

For children to make progress in language learning over time they need to experience and interact with language on a regular basis. The Framework encouraged teachers to develop their own programmes of learning to meet the needs and interests of their pupils. This means that teachers are free, if they choose, to map language learning against what they are already planning to teach in other subjects. Language learning can support teachers in developing the distinctive nature of their own learning and teaching programmes.

Our teachers are already experienced in integrating ideas and activities from one area of the curriculum into work in another. A holistic approach to learning and teaching has great benefits for children, encouraging them to make connections and see the relevance of their learning. This often has a positive impact on motivation and achievement. Below, and above, in the 'SPOTLIGHTS SECTIONS', are some examples of how it has best worked / can best work.

Spotlight: Mental maths French style!

Some children in Year 3 start the day with mental maths. They can enjoy counting rhythmically and recite French counting rhymes by heart. They can play with number sequences up to 30 in French, saying the numbers forwards and backwards, in twos, in fives, in tens. Children practise in pairs, choosing a number and counting on and counting back e.g. count up to 15 from 6; count back 5 from 12. Through this integrated approach, children reinforce their knowledge of French and their understanding of number.

O4: Memorise and present a short spoken text

Making explicit links between subjects offers opportunities for children to revisit, reinforce and enrich their learning, gaining a deeper understanding of concepts and skills. This is /was a major theme of the Primary Strategy.

Spotlight: Healthy eating

Classes of children in Year 5, learning French, are working on the theme of Healthy Eating. Using the interactive whiteboard they learn to name a range of food items and say whether they like them or not, using *j'adore/j'aime/je n'aime pas/je déteste*. This leads to a structured question and answer session on whether they are healthy or not, linking with work that they are developing in science. In art, children make healthy plates for a wall display and label them in French.

O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts;

IU5.3 Compare symbols, objects or products which represent their own culture with those of another country.

Examples of where language learning can link to other subjects include:

English/Literacy: development of speaking and listening skills; knowledge and understanding of grammar and sentence construction; comparison of words and phrases, origin of words and 'imports' into English; intonation and pronunciation, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, different text types, poetry, storytelling and drama.

Mathematics: numbers and counting in other languages, the decimal system, time, journeys, distance and speed, the date, money and currency (converting graphs), prices and costs, surveys (birthdays barcharts/blockgraphs), data collection and analysis.

Science: environmental factors in different countries, comparisons between school environment and other countries through email/videoconferencing links and the use of the Internet, work on parts of the body and life cycles (volcanoes in the Auvergne).

Geography: children can locate the country or countries where the language or languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture (our linked region, in the center of France).

History: some cultural and language activity linked to specific periods of history or time of year.

ICT: cross cultural and multilingual materials from the Internet and satellite television, video and audio, presentation of work and data, video conferencing, mostly led from one student.

Music: rhyme and rhythm in songs and in words and phrases, comparing English examples with those of other cultures (e.g. *Sur le pont d'Avignon/London Bridge is falling down*), famous singers, musicians and composers from other countries.

PE: using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.

PSHE and citizenship: knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multilingual society.

RE: religious customs in other cultures and key words and phrases associated with them, celebration of festivals, storytelling and calendars.

Further specific guidance on cross-curricular links is available on-line and in part 3 of the Framework documentation, *Planning for entitlement*.

Managing teaching

Teachers at the early stages of their own language learning should not feel inhibited in getting started. Giving thought to the following will help to get started:

1. doing a little language well, recycling it often (start / end / during term)
2. education of the ear – the value of games and songs, from a variety of genuine media, resources, singing links, our videos from staff and students
3. using active learning
4. moving from oracy into literacy
5. using resources to help you teach (Rigolo, Talk Now, Youtube topics, TES Primary MFL)
6. using the new language as much as possible

1. Doing a little language well

One of the most positive starts to language learning must be to learn how to greet one another. All languages have standardised words and phrases for greetings. Often greetings also illustrate the similarities and differences between cultures.

Spotlight: Valuing language and culture

In PSHE children talk about the languages that are spoken in their class. Children who speak other languages at home share the words that they use for greetings. The teacher collects all the words and makes a welcome board for the classroom.

IU3.1 Learn about the different languages spoken in the school

In Year 3 children enjoy developing and acting out short greetings dialogues in the new language. Even at this early stage a great deal of valuable learning will have taken place. Children's attention can be drawn to the importance of tone of voice in asking questions, evident in both English and French. (O3.2 Recognise and respond to sound patterns and words; KAL O3.2 Imitate pronunciation). The different ways of greeting people (handshaking, bowing

etc) develops intercultural understanding (IU3.3 Identify social conventions at home and in other cultures).

A child taught greetings and personal/social information in another language might, for example, be able to say something like this:

'Hello, how are you? Today is Monday the 5th of June. My name is Jane. I'm eight years old. I live in Hartlepool in England. My birthday is the sixth of June. I have one sister. I haven't got any brothers. I have one dog, two cats and nine fishes. Goodbye.'

For an eight year old to be able to make this statement starting from scratch in a new language is an achievement worth promoting. Most primary classroom teachers should feel reasonably comfortable that with appropriate support, this is manageable.

2. Education of the ear: The value of games and songs

Children benefit from frequent interaction with the sounds of the language. This helps them to educate their ear into recognising the new sounds and patterns of the language that they are learning. Songs and rhymes are a rich source of material for this process.

Spotlight: Using traditional songs to train the ear

Children in Year 3 listen to the song 'Sur le pont d'Avignon' a number of times and try to pick out the rhyming sounds: pont, Avignon, l'on, rond, font. Each time they hear this sound, they tap their knees.

03.1 Listen and respond to simple stories, finger rhymes and songs

Children can also join in with finger rhymes at any point of the day and this can offer frequent short but intensive encounters with the new language which everyone finds enjoyable .

Games create meaningful contexts which make sense to children and which engage their interest and enthusiasm. Games:

- are enjoyable and promote learning;
- create helpful frameworks for further learning;
- create situations of real language use;
- engage the whole attention of the learner;
- facilitate the necessary repetition of language;
- develop interactive competence, confidence and fluency.

Using game formats for learning develops a subtle linking in the children's mind of the pleasure, excitement and enjoyment of the game with the learning of the language. Many standard game formats are very flexible and can be adapted to a range of language learning activities e.g. bingo with numbers or pictures, noughts and crosses, dominoes, battleships, Chinese whispers, snap, pelmanism, happy families, odd-one-out, Kim's game.

Games offer valuable opportunities to use the language for real purposes and provide enjoyable occasions for repeating and reinforcing the language, supporting retention and recall, especially in Year 3 and 4. Songs and rhythm can help children to memorise sequences of language. They internalise the structures and patterns of the language almost subconsciously. These 'language chunks' can be recalled and analysed at a later date and provide helpful building blocks for future learning.

3. Promoting active learning

As far as possible new structures and vocabulary should be introduced to the children in a context that makes sense to them. Primary language learning is all about inviting children to join in with the new language and enjoy finding out about its culture and the people from our partner school. The more the new language and culture are brought to life the more children will respond positively to the invitation. The classroom environment can offer colourful and tangible form to the invitation to participate and respond. Again this can benefit from an early start.

Spotlight: Performing stories

Storytelling is very much part of the primary curriculum. It is a rich context for introducing new language. Children can listen to the story 'Le navet énorme'. Children perform actions every time they hear a common noun in the story. Children use actions for verbs. They can rehearse the story to perform in assembly.

O: Listen and respond to simple stories, finger rhymes and songs Through the variety and stimulus of the primary classroom, language can be presented, explored and assimilated by the children. Active methods using physical response are particularly appropriate even for children in Years 5 and 6.

Spotlight: Pass the bag

Children in Year 5 are asked to sit in a circle. The teacher puts a number of flashcards of different foods into a bag. The children pass the bag to French music. When the music stops, the child with the bag takes out a flashcard and says whether they like or dislike the food shown.

O5.2 Understand and express simple opinions

Physical response can also support the development of language patterns and structure. For the primary learner grammar can be developed through very active approaches.

Spotlight: Making grammar fun

Children in a mixed age class Years 4 and 5 are learning how to make a negative sentence in French. The teacher reads out a number of sentences

and the children are asked to clap every time they heard a verb. Each table receives an envelope containing word cards. They are asked to put them into sentence order, making sure that the negative words are in the right place. The class plays human word sentences using 'ne' and 'pas' and linking the sentences together to make a short text.

L5.2 Make simple sentences and short texts;

KAL O5.2 Understand and use negative statements.

4. Moving from oracy into literacy

Oracy unites the essential communication skills of speaking and listening. Literacy unites the important skills of reading and writing. **Oracy** and **literacy** are mutually supportive. In learning a new language speaking and listening will support children to recognise and use new sounds, words, phrases and sentences. As they gain in confidence and are able to pronounce and use the language they will begin to make links between sounds and spelling. They will benefit from reading familiar words and phrases presented on the interactive whiteboard, in displays and in colourful printed material such as Big Books, poems, songs and simple texts sourced through the internet.

The balance of literacy work undertaken in the new language is a matter of judgement. Factors to take into account may include:

- the age of the children
- the literacy ability of the children in written English
- the previous learning experience of the children
- the language being taught
- the particular words and phrases being taught
- the competence and confidence of the teacher.

There is much to gain in providing access to written language as a natural part of the school environment. During the early stages signs, words and simple language structures linked to the lessons can be displayed in the classroom and around the school. **A selection of books and stories is available in French for the different year groups.**

Most children will want to experiment with writing the new language. For the majority of children this will be a natural extension of the development of literacy in their mother tongue.

5. Using resources to help you teach

There are many resources easily available for our teachers, as suggested above. Further research into ipads and apps can be done during ICT or by all staff and shared in the staffroom.

6. Using the new language as much as possible

In order for children to make progress in understanding and communicating in the new language, they need to hear it and interact with it as much as possible. For teachers about to introduce language learning to their classes, this may seem challenging. Teachers should try to use the new language as much as they can. For those teachers at an early stage of language learning, the quality of their pronunciation will be as important as their fluency and the amount of language that they command.

Some key points to consider include:

- try to use the new language as frequently as possible;
- it is better to provide a small amount of language which is accurate and of high quality rather than a lot of language that is less secure; Keep language short, accurate and simple;
- it is highly recommended to make the best use of resources such as audio tapes, CD and DVD material both as a model for improving the teacher's competence and to provide a rich and high quality stimulus for children;
- opportunities for intensive exposure to the new language should be provided, as frequently as possible. This could be through contact with a native speaker.

Working with young children, primary teachers are well aware of the significance of non-verbal communication, of gesture and expression and of the use of props and resources, pictures, posters, photographs, artefacts, real objects, rearranged furniture, flashcards and other visual aids. All of these will support the primary teacher to use the new language as much as possible to communicate with the children and present new language. Mime, gesture and visual aids get the message across to children without the unnecessary use of too much English explanation.

There will also be occasions when the use of English has a clear rationale. Teachers are encouraged to make connections between learning the new language and the work undertaken in English and mother tongue literacy to underpin learning and support progression.