



MODERN FOREIGN LANGUAGES (MFL) CURRICULUM STATEMENT

Philosophy

In our school we teach a Modern Foreign Language to all children in Key stage 2 as per the National Curriculum.

Aims and Objectives (as per the National Curriculum)

The aims and objectives of learning a Modern Foreign Language in our school are:

- to understand and respond to spoken and written language from a variety of authentic sources
- to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- to be able to write at varying length, for different purposes and audiences, using the grammatical structures they have learned
- to discover and develop an appreciation of a range of writing in the language discovered
- to make young children 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 in Key Stage 3.

Organisation

We teach a foreign language to children in Year 3 and 4 for 30 minutes per week overall and in Year 5 and 6 for 1 hour per week overall. When possible, a specialist teacher is employed and used in rotation across Key Stage 2.

Curriculum

French is usually the modern foreign language that we teach in our school. The curriculum that we follow is based on the guidance given in the revised National Curriculum.

We teach the children to know and understand how to:

- ask and answer questions and engage in conversations
- listen attentively 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
- use correct pronunciation and intonation
- speak in sentences
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- write phrases from memory
- read carefully and show understanding of words, phrases and simple writing
- compare life in French speaking countries to our own



'Being different, Belonging together'

- work in pairs and groups, and communicate in the other language
- look at life in another culture
- describe people, places, things and actions orally and in writing.

Teaching and Learning Style

We base the teaching on the guidance material in the National Curriculum for MFL and use various other resources to embellish/improve this on an ongoing basis. We have adapted this to the context of our school, the abilities of our children and to make best use of the resources that the school possess. Teachers are able to access planning through an online source at www.lightbulblanguages.co.uk

We use a variety of techniques to encourage the children to have an active engagement in the MFL: these include games, role-play and songs (particularly action songs). We often use the interactive Collins Virtual French to demonstrate the foreign language, and when possible also invite native speakers into the classroom, 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 serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. 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 constant praise for any contribution they make in the foreign language, however tentative.

Assessment

We assess the children in order to ensure that they make good progress in this subject. This is done informally during the lessons in order to evaluate what the children have learned.

Assessment is carried out in four key areas:

- listening and responding
- speaking
- reading and responding
- written work and images.

Monitoring

We monitor teaching and learning in the same way as we do all the other subject areas that we teach in the school. The MFL subject leader will monitor the delivery of MFL throughout the school in accordance with the monitoring and evaluation policy.

Evaluation of the school's MFL programme will also include:

- teacher analysis of pupil response and levels of achievement
- self-evaluation of MFL lessons by the class teacher with emphasis on preparation, presentation, control organisation, questioning, continuity, and progression, differentiation and equality of opportunity
- the MFL subject leader evaluating lessons and liaising with groups of pupils on occasion.

Review

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.