

MERE SCHOOL

Modern Foreign Languages (MFL) Policy

MFL teaching was introduced to the curriculum for all pupils at Mere Primary School in September 2005.

How does MFL contribute to the school curriculum?

At Mere School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and objectives

The aims and objectives of learning a MFL in primary school are to:

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

Organisation

MFL is taught to all pupils by a specialist teacher.

All pupils have a 30 minute lesson each week.

The Curriculum

The scheme of work that we follow is written by the specialist teacher based on the QCA scheme of work for Modern Foreign Languages and the Framework for Languages.

We teach the children how to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs 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

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. These include games, role-play and action songs. We use puppets and soft toys to demonstrate the foreign language and involve the children in learning about the culture of the country.

We emphasise listening, responding and speaking skills in the Foundation Stage and KS1 and then continue these in KS2 with the addition of some simple reading and writing skills. We use a multi-sensory and kinaesthetic approach to teaching, ie 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 the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make, however tentative

Planning and Assessment

The specialist teacher plans and delivers the lessons.

The children's progress is informally assessed during the lessons. Each child receives a grade recording their effort and attainment each year.

Resources

We use a wide variety of resources, particularly Tout-Le-Monde online resource. The interactive whiteboard, flashcards and realia all are used for many aspects of teaching MFL. The library holds a small selection of MFL reference books for independent use by all pupils and some bilingual fiction books.

Equal Opportunities

In MFL teaching we take into account children's differences in terms of race, ability, gender, class and their individual needs. We avoid gender stereotyping when organising into groups and assigning activities. Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes towards cultural diversity.

Special Educational Needs

Children with SEN are actively encouraged to participate fully in MFL lessons with the necessary support.

Role of the Subject Leader

The specialist teacher is responsible for long, medium and short term planning. She will revise the schemes of work in the light of evaluations.

Parents and the Wider Community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practice the language we learn every week and help to understand the differences in culture.

Monitoring and Review

The teacher with the responsibility for MFL, the designated governor and the head teacher will be responsible for monitoring progress. There will be informal liaison with other staff and the head teacher will receive feedback on pupils' progress.