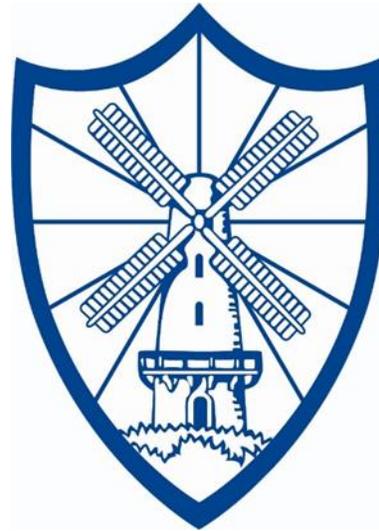




Meopham Community Academy



Modern Foreign Languages Policy

This policy was reviewed by: Sian Spittles
Date: January 2020
Next Review Date: January 2022

Modern Foreign Languages

At Meopham Community Academy, we believe that Modern Foreign Languages will enable pupils to develop a genuine interest and positive curiosity about languages and to develop a deeper understanding of other cultures and the world around them.

Curriculum Intent:

- To develop the four key language learning skills; listening, speaking, reading and writing along with appropriate grammar.
- Enable pupils to use and apply their knowledge in a variety of contexts.
- Lay down solid foundations for future learning of languages working towards being lifelong learners.
- Provide an awareness of culture by exploring relationships between language and identity.
- Foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase.
- To develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

To enable these outcomes our MFL curriculum is designed to be:

- Enjoyable, stimulating and accessible to all learners.
- Relevant to the needs of each cohort.
- Practical and for MFL to be integrated into different subject areas.

Character Development through Modern Foreign Languages

Our MFL curriculum at Meopham Community Academy will enable children to develop the following character traits throughout their seven years at MCA:

- **Spiritual:** to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the people, places and environments they are learning about.
- **Moral:** Become honest, respectful and caring citizens of our world.
- **Social:** Develop social skills, including: communication, collaboration, determination and working collaboratively.
- **Cultural:** Learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there.
- **Knowledge:** Become independent, resilient and resourceful in their use of different language skills, inside and outside of their classroom.
- **Skills:** Encourage and develop creativity, language, speaking and listening skills.
- **British Values:** To show respect for and tolerance of other cultures and their values by learning about people and their cultures in Britain, Europe and the Americas. To show respect for each other by listening attentively to others' presentations and to plan and work collaboratively on group projects.

Enrichment

- Residential Visits – year 6 residential trip to France enables pupils to use their language skills
- Clubs – we offer Spanish (after school) club to KS1 and KS2
- European Day of Languages – opportunity to study a particular country or language outside of the curriculum

Curriculum Implementation

In Key Stage 2:

- French is taught in a whole-class setting by the class teacher.
- Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.
- The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.
- Each class has a timetabled lesson of at least thirty minutes per week or one hour per fortnight.
- French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.
- Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).
- A monitoring schedule is in place and an overview to ensure progression and consistency.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs and raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise.

In Key Stage 1:

- MFL is not statutory but basic vocabulary is still taught through a range of songs and games.

Impact

- Outcomes in French folders and on display evidence a broad and balanced MFL curriculum and demonstrate children's acquisition of identified key knowledge and skills.
- Children review their successes in achieving the lesson intentions at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary.
- Children also record what they have learned comparative to their starting points at the end of every topic through informal assessments.
- As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of languages and the countries that use particular languages.

National Curriculum Requirements of Language at Key Stage 2 only

- Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
- The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should 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*

National Curriculum Requirements of Language at Key Stage 2 only

Pupils should be taught to (continued):

- 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.

The starred (*) content above will not be applicable to ancient languages.

Knowledge, Skills and Understanding breakdown for Foreign Languages

Although the National Curriculum only sets out Key Stage 2 Programme of Study, the following may be of assistance to schools wishing to start the languages earlier

Year 1

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand simple classroom commands? • Do they understand short statements? • Do they understand simple questions? • Do they understand clearly spoken speech? <p><i>May need a lot of help, e.g. gesture and repetition.</i></p>	<ul style="list-style-type: none"> • Can they answer with a single word? • Can they answer with a short phrase? <p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<ul style="list-style-type: none"> • Can they read and understand a single word? <p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	<ul style="list-style-type: none"> • Can they copy a single word correctly? • Can they label items? • Can they choose the right words to complete a phrase? • Can they choose the right words to complete a short sentence?

Knowledge, Skills and Understanding breakdown for Foreign Languages

Although the National Curriculum only sets out Key Stage 2 Programme of Study, the following may be of assistance to schools wishing to start the languages earlier

Year 2

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand a range of familiar statements? • Do they understand a range of familiar questions? <p><i>May need items repeated.</i></p>	<ul style="list-style-type: none"> • Can they give short and simple responses to what they see and hear? • Can they name and describe people? • Can they name and describe places? • Can they name and describe objects? • Can they use (set) phrases? <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<ul style="list-style-type: none"> • Can they read and understand short phrases? • Can they read aloud single words and phrases? • Can they use books or glossaries to find the meanings of new words? 	<ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word-process set phrases we use in class? <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>

Knowledge, Skills and Understanding breakdown for Foreign Languages

Years 3 and 4

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> Can they write 2-3 short sentences on <a familiar topic>? Can they say what they like and dislike about <a familiar topic>? <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

Knowledge, Skills and Understanding breakdown for Foreign Languages

Years 5 and 6

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? 	<ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? <p><i>They will draw largely on memorised language.</i></p>

Knowledge, Skills and Understanding breakdown for Foreign Languages: Using the Languages Ladder

		Listening	Speaking	Reading	Writing
Early Stage	Grade 1	- Do they understand a few familiar spoken words and phrases?	- Can they say and repeat single words in short and simple phrases?	- Can they recognise and read out a few familiar words and phrases?	- Can they write or copy simple words or symbols correctly?
	Grade2	- Do they understand a range of familiar spoken phrases?	- Can they answer simple questions and give basic information?	- Can they understand and read out familiar written phrases?	- Can they write one or two short sentences to a model? - Can they fill in the words on a simple form?
	Grade3	- Do they understand the main points from a short spoken passage made up of familiar language?	- Can they ask and answer simple questions and talk about their interests?	- Can they understand the main points from a short written text in clear printed script?	- Can they write a few short sentences with support, using expressions which have already been learnt?
On completing the early stage		<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. May need to listen several times to get the information needed, depending how fast the speaker talks. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware how to address people both formally and informally as appropriate.</i>	<i>Should be able to use basic range of everyday expression relating to personal details and needs. Pronunciation may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to use a basic range of everyday expressions relating to personal details and needs. Spelling may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>
Prelim Stage	Grade 4	- Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?	- Can they take part in a simple conversation and express their own opinions?	- Can they understand the main points and some detail from short written texts in familiar contexts?	- Can they write a short text on a familiar topic, adapting language which they have already learned?
	Grade 5	- Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts?	- Can they give a short prepared talk, on a topic of their choice, including expressing their opinions?	- Can they understand the main points and opinions in written texts from various contexts?	- Can they write a short text on a range of familiar topic, using simple sentences?