Modern Foreign Languages
Policy 2020

Intention

The MFL policy at Hazel Slade Primary Academy is designed to reflect the primary MFL entitlement as defined in the Primary Languages Framework. The key elements of primary languages learning at Hazel Slade are:

- it is inclusive;
- it is taught as a programme from Year 3 to Year 6;
- it is part of a broader curriculum;
- it is expected that pupils are given opportunities to reach their full potential with MFL.

The skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others.
Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

Language teaching at Hazel Slade Primary Academy aims to provide opportunities for the children to:

- express themselves creatively and imaginatively in another language;
- apply and develop their knowledge of languages and language learning;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others;
- gain enjoyment, pride and a sense of achievement.

Implementation

We teach a foreign language to children in Years 3 – 6 in weekly sessions of approximately 30 minutes.

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;

- aspects of numeracy such as counting, calculations, money, the time and the date
- aspects of music such as learning traditional and modern European songs;
- aspects of PSHE such as international or multi-cultural work, for example celebration of festivals and storytelling;
- aspects of the geography and history of the world;
- aspects of art and science, by studying the work of famous painters, architects and scientists.

At our school we teach modern foreign language to all children, regardless of ability. A modern foreign language forms part of the broad and balanced education given to all children at Hazel Slade Primary Academy. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Language learning at Hazel Slade Primary Academy is based upon the strands outlined in the Primary Languages Framework. These are:

- 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
- 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.

All of these strands are woven into the planned units of work which have been written using West Sussex MFL Teaching Support Materials, La Jolie Ronde French Scheme, Early Start French and LCP French.

S.Camacho
MFL Sept 2014
Updated 2020 by N. Floyd
Based on National Curriculum 2014 requirements

Impact

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

Teaching and learning in Modern Foreign Languages will be monitored in the same way as all the other subjects that are taught at Hazel Slade Primary Academy. The Head Teacher also reports to the governing body on the progress of children in MFL in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our teaching of MFL.

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