

Policy for Modern Foreign Languages for KS2

Why teach children languages in KS2?

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world (NC 2014). Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. It allows all children to flourish in their learning when barriers may be present in other subjects. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained 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, learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular learning:

- stimulates children's creativity,
- leads to gains across the curriculum,
- supports oracy and literacy,
- supports and celebrates the international dimension

In summary, language learning offers opportunities for children to:

- gain enjoyment, pride and a sense of achievement;
- 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

The primary MFL entitlement

This is defined in the National Languages Strategy as follows:

"Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme. The key stage 2 language learning programme must ... be delivered at least in part in class time."

This sets out an expectation that all KS2 schools will be providing MFL teaching for all pupils in each of the four years of KS2.

The introduction of MFL at KS2 has its place within the Primary National Strategy and forms part of the proposals set out in Excellence and Enjoyment (referred to earlier). This holistic approach to primary education provides a natural support for the PMFL entitlement, encouraging teachers to integrate it into a rich and coherent curriculum. Teaching MFL is a way of reinforcing and extending work on literacy and it is a subject with natural links across the curriculum.

The key elements of the primary languages' entitlement are:

- It is inclusive and for all children
- It is coherent and operates throughout key stage 2

- It is part of a broader curriculum involving language and culture
- It flourishes in a rich learning environment, with high quality teaching and the use of ICT

The PMFL curriculum

The curriculum aims to provide a strong foundation which will secure meaningful and enjoyable learning. It includes an ICT component with an emphasis on active learning and the development of speaking and listening skills especially.

Schemes of Work

In Years 3-6 we have structured the content on the Wakefield Scheme, recommended by Luton Borough Council, whilst covering the skills set out in the Languages Framework. This scheme is adapted and supplemented with other resources to make a tailor-made scheme for WAJ pupils.

The Key Stage 2 Framework for Languages sets out:

- Learning objectives which show progression over the four years of key stage 2 in oracy, literacy and intercultural understanding.
- Two cross cutting strands showing how knowledge about language (KAL) and language learning strategies (LLS) relate to these objectives.

Knowledge, skills and understanding

The following aspects are particularly relevant:

Understanding and using the foreign language

1. In the early stages of language learning children may be taught:
 - a. How to use and respond to the foreign language
 - b. How to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
 - c. Use correct pronunciation and intonation
 - d. How to ask and answer questions
 - e. Develop 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 or another language in learning the foreign language to decipher meaning and understanding
2. Pupils can be taught about other countries and cultures by:
 - a. Working with authentic materials including some from ICT-based sources
 - b. Considering their own culture and comparing it with others
 - c. Considering the experiences of other people
 - d. Involvement in Bastille Day – focussing on cultural comparisons and understanding similarities and differences
3. In order to develop their knowledge, skills and understanding further, pupils might also be taught:
 - a. The interrelationship of sound 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 the foreign language in pairs and groups and with their teacher
 - f. How to use their knowledge of the language creatively and imaginatively
 - g. How to use the foreign language for real purposes
 - h. How to decipher meaning from a text/sound byte, using prior knowledge and understanding

Links with other subjects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through:

- Aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- Work on word classes and use within sentences (word order)
- Aspects of mathematics such as counting, calculations, money, the time and date
- Songs, alphabet, poems, rhymes and stories in other languages
- International or multi-cultural work, for example celebration of festivals, storytelling
- Using ICT to research the similarities and differences of daily life with their own
- Interactive sorting and matching games for use on smartboards
- Geographical and historical work relating to other countries

Attainment targets

The four attainment targets for Modern Foreign Languages:

- Attainment target 1: Listening and responding to the language
- Attainment target 2; Speaking the language
- Attainment target 3: Reading and responding to the language
- Attainment target 4: Writing the language

At KS2 the weighting is not equal. Pupils will spend more time on AT1 and AT2, especially in Years 3 and 4. AT3 (reading) should take up more time than AT4 (writing the language). AT4 should be implemented from Year 3 with three pieces of work present in books each half term (translations in year 3, moving on to accurate sentences in year 6). Children should spend no longer than 10 minutes writing per half hour lesson. Most activities will involve more than one skill e.g. listen and repeat, read and say.

In order to ensure continuity and the development of language from class to class, our planning addresses linguist progression so that pupils are moving from words to phrases and are subsequently able to make their own sentences.

The learning of a language should be challenging and the resources for making language need to be introduced gradually.

Pedagogy

There is no single way to teach a new language. Learners – including young learners – are individuals with different learning styles, and primary teachers are already very familiar with adapting their teaching methods in order to take account of this. There is, however, broad agreement that the approach should stress the importance of communication in the language – real language use – as a central component of learning as well as a desired outcome for that learning. This involves opportunities for learners to interact with the language. Primary teachers are best placed to know how their children learn and will seek to create the best conditions for successful language learning. Good primary practice involves:

Providing enjoyment and stimulation

Children (and adults) learn best when they enjoy what they are doing and, through this enjoyment, are led to challenging themselves in a secure environment and to discover the unknown. In language learning, children are engaged by games and puzzles; they are enthused by taking part in songs and drama and by listening to stories which are already known in their mother tongue and are at the same time both familiar and new. Total physical response (TPR) can be used to develop understanding, enhance prompting and recall and ensure children are engaged in the lesson.

Supporting learning through regular routines

Children hear and use the language repeatedly on a routine basis in WAJ School classroom interaction, alongside TPR (actions) for each key word or phrase learned. They reinforce their language regularly and frequently by using greetings, numbers, games, pictures, and songs. Making use of and developing communication strategies

Children develop communication strategies which will be of value to them in their everyday lives. They make use of visuals, actions, gestures, labels, toys and computing to help them understand and use the language.

Ensuring opportunities for children to interact

Children engage with their learning, interacting with language and with other people. They perform to an audience and act out sketches. They communicate with other people. They listen, respond to and translate songs, rhymes and stories and use video, audio, and CD to hear authentic native speaker voices. Such interaction is a part of all learning, but it is particularly important for learners of a new language.

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. Children with special educational needs tend to respond very positively to language learning. Many enjoy the practical and interactive nature of language learning. They feel a sense of achievement in being able to communicate in another language alongside their peers. In planning to meet the varied needs of pupils, teachers can adapt the Framework objectives and choose objectives from any part of the Framework which will be helpful in supporting the learning of individual children.

Children for whom English is a second or additional language can be greatly encouraged and supported by language lessons. They are able to take pride in their existing linguistic skills and see languages other than English being valued. They can build on their experience of using a number of languages in their daily life and contribute in the intercultural understanding of their fellow pupils. Their experience of learning English as a second language usually facilitates their learning of other languages.

Integration into the KS2 curriculum

Effective integration of PMFL into other areas of the curriculum makes cohesive links between subjects. This can

- a) raise teacher's and children's motivation
- b) make better use of their time

Language learning should ideally be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra.

Curriculum time

- each class receives a discreet, weekly, thirty-minute MFL lesson
- Embedding language learning into the whole school means that children have the opportunity to practise and demonstrate the language they have learnt, enhancing their understanding and learning year on year.

Assessment

Children should be encouraged to understand their learning and progress. The use of learning objectives and outcomes provides the basis for self-evaluation as well as guiding informal teacher assessment.

From year three to six children will record vocabulary, sentences, plays and stories. This will enable teachers and pupils to monitor the progress they are making. Children are also able to refer back to useful information, such as phonetic patterns or vocabulary. This also provides evidence of attainment to inform planning, assessment and reports.

Children will have an informal spoken assessment in class each half term with a focus on in the main skills of listening, speaking, reading and writing. This involves reading questions to partners in French and using images provided to respond. In year 3, this will involve recalling vocabulary learned. When in year 6, children will be expected to use the model to reply in full sentences. Teachers will assess children's ability throughout this lesson and document this on an assessment sheet. Grading children as either working towards the expected standard (WT), working at the expected standard (WA) or greater depth (GD).

PMFL lessons should always:

- Be highly structured: lesson objectives and outcomes should be clearly stated and referred to. The teacher should review what has been learnt at the end of the lesson.
- Be active and lively with a variety of activities
- Be challenging

- Have an emphasis on speaking and listening, alongside (TPR) actions
- incorporate games/songs/finger rhymes
- have a strong visual element (e.g. flashcards, pictures on the interactive whiteboard, big books and puppets)
- include pair and group work with opportunities for pupils to use language to communicate with one another and with the teacher.
- Incorporate choral repetition
- Be interactive (pupils interacting with each other, teacher and with the interactive whiteboard)
- Develop independence and confidence when speaking, listening and reading

PMFL lessons should sometimes

- Include some reading. Pupils should see the written word and attempt to write simple words and phrases
- Be progressive, moving from word to text level. (Pupils must learn to be able to create language and re-use language in different contexts. They will develop language-learning strategies)
- Have a cross-curricular link e.g. using foreign language numbers in maths, using the colours in art, singing German carols at Christmas, making a French Easter card, dancing the salsa in PE.
- Have a cultural element e.g. learning about Easter in France, learning about other French speaking countries in the world, learning about different cuisines.

As far as possible the target language should be used as a means of communication in the MFL classroom. In general, the younger the child, the quicker they will respond to this and benefit from it. However, head teachers must make allowances for the language expertise of the PMFL teacher.

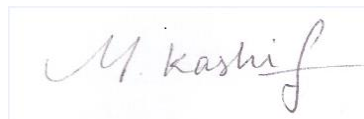
This policy will be monitored and reviewed by the MFL Subject Leader on an annual basis.

Policy updated: January 2022

Staff responsible: Lia Reynolds

This policy was ratified by the Governing Body on: 26th January 2022

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

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