**HOLYWELL VILLAGE FIRST SCHOOL**

**MODERN FOREIGN LANGUAGES POLICY (MFL)**

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Holywell Village First School we believe strongly in the benefit of this and have therefore implemented the teaching of French for all children (Y1-Y4). EYFS will receive language teaching during Summer Term.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. 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, and 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.

Language learning stimulates children's creativity Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports oracy and literacy Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

**Our aims of teaching MFL are for children to:**

• foster an interest in learning another language;

• become aware that language has a structure, and that this structure differs from one language to another;

• develop speaking and listening skills.

• gain enjoyment, pride and a sense of achievement;

• explore and apply strategies to improve their learning;

• explore their own cultural identities and those of others.

**Teaching and learning styles and procedures**

Our chosen language is French, based on, staff knowledge and availability of quality resources.

Spanish/Italian is taught from Easter to KS2 pupils.

KS1 and KS2 children receive one hour of MFL teaching a week which will follow the MFL Scheme of Work and therefore a set progression.

**Lesson Content:**

The French lessons are to include:

a. learning French vocabulary

b. asking and answering questions

c. using bilingual dictionaries

d. teaching of basic French grammar and spelling patterns

e. playing games and learning songs

f. using language that has been taught in pole play situations

g. researching and learning about life in France

h. beginning to write phrases and sentences

• French will be used in displays that relate to the children’s learning.

**Assessment**

HLTA assesses children’s work in MFL at the end of each topic taught. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children’s progress. Older children are encouraged to make judgements about how they can improve their own work.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

Assessments are based on the Progression Statements( Making and Marking progress on the DCSF Languages Ladder) and Learning Objectives from the Framework for languages . These are divided into three main areas, by Year Group: Oracy, Literacy and Intercultural Understanding.

The subject leader will keep samples of children’s work in a book. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

**Monitoring and review**

Monitoring of the standards of children’s work and the quality of teaching in MFL is the responsibility of subject leader, supported by the headteacher. The leader may have specially-allocated regular management time in which to review samples of the children’s work and to undertake lesson observations of MFL teaching across the school. The named governor responsible for MFL meets regularly with the subject leader in order to review progress.