MFL Policy

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. The MFL provision at key stage 2 at Ellison Primary Academy is designed to reflect this and also takes into consideration the primary MFL entitlement as set out in the National Curriculum 2014. The key elements of MFL learning at Ellison are:

- Our language learning is inclusive and enjoyable for all.
- The main language we study is French.
- Children are exposed to different languages and cultures throughout
- EYFS and KS1.
- French is taught as a progressive programme from year 3 to year 6 by a
- Class Teacher/ HLTA
- The curriculum also encompasses learning about French life and culture.
- There is an established and on-going link with KS3 colleagues and pupils at one of our main feeder schools to ensure that our pupils are secondary ready in MFL and will make a smooth transition to secondary teaching and learning

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Intent:

At Ellison Primary Academy we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Implementation:

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

- -Displays are used to remind children of key vocabulary.
- -Practical activities, songs and games are used to help improve memory and recall.
- -In the classroom wherever possible, instructions are given in French to expose children to the language on a regular basis.
- -Visual prompts are used to support children in translating new vocabulary.

Impact:

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. Children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also, how it could help them in another country or to talk to a French speaker. Progression through a topic should be evident in the development of key skills and acquisition of the main vocabulary.

Aims and objectives of teaching MFL at Ellison

Our aims and objectives in teaching MFL are for children to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- develop speaking and listening skills;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;

- explore their own cultural identity and those of others;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum
- increase personal aspiration.

Speaking and listening

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to,
- or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a
- range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of
- the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions
- and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject
- confidently and with regard to the audience.

Reading and writing

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and
- reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the
- written language;
- read, copy and write independently familiar words and simple phrases in context eg
- classroom items, display labels, weather chart, date;

- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional
- stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country,
- and how aspects of the culture of different countries become incorporated in the daily
- life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

EYFS and KS1

At Ellison, we believe that early exposure to languages is key and so encourage the language learning process from EYFS where EAL children are encouraged to share words in their home language and this diversity is engaged with and celebrated by all. The lead teacher can advise EYFS and KS1 teachers of French words and phrases which can be incorporated into daily classroom routines. These are given to EYFS and KS1 teachers along with a pronunciation guide to facilitate use.

Reasonable adjustments for children with SEND.

Our curriculum ensures that all lessons are accessible for all children with Special Educational Needs and Disabilities. Through carefully chosen learning and differentiation when required, lessons are designed to ensure that any barriers to learning are reduced, and all pupils can progress. Children with particular needs are specifically planned for within MFL (French) lessons so that their targets are considered across the curriculum. Learning is scaffolded to ensure children are given the correct challenge within lessons with scaffolding removed as their understanding develops. Suitable challenge is also ensured through the use of challenge questions which are designed to link to the key concepts built within the curriculum.

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