St Peter's MFL Policy

As part of the primary National Curriculum, learning a modern foreign language is a requirement for children within KS2, as a school we have chosen to focus on French. A two year curriculum cycle enables coverage in mixed age classes. We believe that the skills, knowledge and understanding gained through learning a foreign language make a major contribution to their understanding of their own cultures and those of others. Language learning also lies at the heart of ideas about individual identity and community. Our curriculum considers historical and cultural similarities and differences in the French speaking world. In doing so, children are reminded of their own place within British society and of the importance of our own cultural identity and values.

Intent

We aim to develop children's experience of language acquisition and encourage curiosity about languages; to develop their understanding of what they hear and read and have an ability to express themselves in speech and writing; to extend their knowledge of how language works and explore differences between French and English Our aim is to develop the confidence and competence of each child in French. Our goal is for them to be passionate, curious, and confident about their own foreign language learning before moving onto secondary education.

We will help them develop and demonstrate progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.
Lessons will be designed to re-cap and re-visit previously learnt vocabulary, therefore activating prior knowledge, before moving on to new learning through independent practice and reflection.

Implementation

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- *Understand and respond to spoken and written language from a variety of authentic sources.*
- *Speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.*
- *Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.*
- *Discover and develop an appreciation of a range of authentic writing in the language studied.*

By the end of key stage 2, pupils should be able to:

1. *Listen attentively to spoken language and show understanding by joining in and responding.*
2. *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.*
3. *Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*
4. *Speak in sentences, using familiar vocabulary, phrases and basic language structures.*
5. *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.*
6. *Present ideas and information orally to a range of audiences.*
7. *Read carefully and show understanding of words, phrases and simple writing.*
8. *Appreciate stories, songs, poems and rhymes in the language.*
9. *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.*
10. *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.*
11. *Describe people, places, things and actions orally and in writing.*
12. *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.*

Displays of the topics being taught in French will be displayed around individual classrooms.

Organisation & Delivery

French is taught in a whole class setting by either the class teacher or an HLTA and is therefore not reliant on one key member of staff. Each class in KS2 has a timetabled lesson of forty minutes of French for 2 out of 3 weeks, taught during Teacher's PPA time. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. This is done through 'French Friday' and displays.

Teachers and HLTAs 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. Language Angels is our chosen scheme due to its accessibility for non-specialist teachers and its suitability for children of all abilities.

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.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets are provided throughout each teaching unit where staff feel appropriate

- Learning can also be re-visited at home using the app

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).
Additionally, on specific dates throughout the year, European Languages Day and French day are recognised and celebrated, giving whole school opportunities for an immersive and day of languages.

Resources
The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose. Additionally, there is an app which is accessible to children at home.
A wide range of fiction and non-fiction reading materials are available to children to further ignite their curiosity about the language, this includes a class set of French dictionaries

Impact

Where appropriate, worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. As we become more proficient using Language Angels, teachers could upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to a centralised secure file store on their Tracking & Progression Tool.

Assessment of Pupil Learning & Progression

Informal assessment of progress will be made during lessons through questioning and oral feedback. It is considered important that progression is measured and ensured through skill levels, not by endlessly growing lists of vocabulary. In addition, every child will undertake self-assessments.

Peer and self-assessment 'I can do…' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation
The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via discussions with children, observations with feedback given to teachers delivering foreign language lessons and a work scrutiny. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

This policy will be reviewed every 3 years.
Date of last review October 2024