



Modern Foreign Languages Policy

'Together we love, learn and follow Jesus'

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

INTENT

Modern foreign languages teaching at St Joseph's aims to introduce children to an additional language which fosters curiosity and deepens children's understanding of the world. Children learn to communicate in speech and writing and respond to speaker's thoughts and ideas. We aim to provide the foundation for further learning of languages. While learning another language, children access ideas and experiences from other cultures and communities, which in turn encourages children to have an understanding and appreciation of diversity in society.

We aim 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 writing in the language studied;

(National Curriculum 2013)

Programmes of Study

MFL teaching at St Joseph's Catholic Primary School focuses on the teaching and learning of French. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. There is no requirement for Foreign Languages to be taught in key stage 1, however our children learn some basic language, including numbers and colours through the medium of speaking and listening, using songs.

In Key Stage 2 pupils are taught to:

- 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 and masculine 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.

(National Curriculum Programmes of Study 2013)

IMPLEMENTATION

Planning and Teaching

Each child in Year 2-6 receives 30 minutes of French teaching a week. We use the scheme, Language Angels', which is a resource that acts like a stepping-stone. Pupils are taught according to their level and ability and units are broken down into three

specific groups. Early Learning Units mostly work on vocabulary, single nouns (with article/determiner) building up memory skills and formulating very short simple sentences from memory. Intermediate units build on Early Learning work and work at phrase level. More grammar is incorporated into lessons and there is a more explicit approach. Longer reading and listening exercises are provided and more is expected in terms of oral responses and written work. Progressive units contain more content, and the pace is faster as there is more language presented to the children. This teaching type encourages children to produce longer, more complex written paragraphs and speak more fluently and accurately from memory. Pupils are also encouraged to recall and recycle the language learnt in the previous teaching types and units covered.

Pupils follow a program that has 'language learned stepping-stones' built into the resources. Phonics, grammar and vocab are taught gradually and recycled constantly. As they move through the various units and teaching types, the quantity of phonics, vocabulary and grammar increase so that, by the end of the primary phase, pupils will have met and often exceeded the 12 PoS attainment targets.

Inclusion

All pupils, regardless of race, gender or disability, shall have the opportunity to develop Languages capability. The teaching of MFL promotes inclusivity and diversity through its appreciation of other cultures and communities. Each year group will study one French culture unit each year.

Resources and ICT

A variety of resources are available in school to support and enhance children's learning and the language Angels programme. The Modern Foreign Languages coordinator is responsible for maintaining these resources and providing other available information to members of staff.

IMPACT

Assessment

Children are assessed at the end of each teaching unit (one per half term). The language learning and progression of pupils are assessed formally against the four key language learning skills (reading, writing, speaking and listening) as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage Two.

Reporting

At the end of the Summer term, children's attainment in French is measured against the expectations of the programmes of study. This is reported in the child's end of year report to parents.

Monitoring and Evaluation

Monitoring and Evaluation is carried out by the Modern Foreign Languages coordinator through the collection of work samples, conversations with teachers in school, observation of displays, pupil voice interviews and analysis of the formal class assessments on Language Angels.

CPD

Part of the role of the MFL coordinator is to maintain his or her own CPD through courses, training, curriculum meetings and e-learning. Relevant CPD will be disseminated through INSET days, staff meetings and curriculum meetings in order to maintain good practice across the school.

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MFL Subject Leader: Miss E Ollerton