

St. Peter's C of E Primary School



Modern Foreign Languages Policy

'Unlocking the gates to a lifelong love of learning and faithfulness'

"Start children off in the way they should go, and even when they are old they will not turn from it" Proverbs 22:6

This policy was formulated to meet the requirements of the Equality Act 2010

Ratification Date: Summer 2023

Review Date: Summer 2027

St. Peter's Mission Statement

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education, which inspires every child to be the best they can be. This is within a framework, which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2).

Intent

It is our intent at St. Peter's C of E Primary School, to provide all of our children with a high quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL taught is French, however we strive to provide children with opportunities to experience a range of other languages. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

1. Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding

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. In addition to this, our Languages curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British Values. 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.

2. Teaching and Learning Overview

Our whole school approach to language teaching 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.

3. Organisation & Delivery

French is taught in years 3-6. Children, in the two mixed-age classes (Y3/4 & Y5/6) are taught specific skills, concepts and vocabulary in a dedicated weekly French lesson. All classes have access to a very high-quality foreign languages curriculum using the *Kapow Primary* scheme of

work and resources. To suit the mixed-age class structure of the school, a rolling programme has been created that encompasses all of the key language components. It organises the units into a two-year rolling cycle, which ensures full coverage of the National Curriculum objectives.

French Long-Term Plan - Two-Year Rolling Cycle

	LKS2 – Year 3/4		UKS2 – Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	Portraits – describing in French (5 lessons)	French greetings with puppets (4 lessons)	French sport and the Olympics (6 lessons)	French monster pets (5 lessons)
Autumn 2	Clothes – getting dressed in French (5 lessons)	French adjectives of colour, size and shape (Lessons 1-4)	In my French house (5 lessons)	Shopping in France (5 lessons)
Spring 1	French numbers, calendars and birthdays (5 lessons)	French playground games – numbers and age (5 lessons)	Planning a French holiday (5 lessons)	Verbs in a week (5 lessons)
Spring 2				
Summer 1	French food – miam, miam! (5 lessons)	In a French classroom (5 lessons) A circle of life in French (Lesson 1 and 2)	Visiting a town in France (5 lessons)	Meet my French family (5 lessons)
Summer 2				

The lessons, within each unit, are designed with the aim of instilling a love of language learning within children, encouraging them to be languages detectives, working to decode new vocabulary. Lessons include a mixture of speaking, listening, reading, writing, grammar, language learning strategies and cultural references.

Each lesson is supported by *Kapow Primary's* unique teacher videos, demonstrating pronunciation and key teaching techniques for effective language learning.

Pupils 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 (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Resources

The *Kapow Primary* 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.

4. Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate, worksheets completed by the children may be kept in their books/folders. All of this information, along with the pupil's assessment spreadsheet, can be forwarded to their secondary school at time of transition.

5. Assessment of Pupil Learning & Progression

Both formative and summative assessment is used to monitor the pupils' understanding and progress. Each lesson includes guidance (provided by Kapow Primary) to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is available to record children's progress in each lesson to enable teachers to build a picture of the children's learning through each unit. 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. In addition, pupils can complete an 'Assessment Quiz' and/or 'Knowledge Catcher' at the start and end of a unit, which enables both the teacher and pupil to identify learning goals and progression.

6. Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.