

St Peter's C of E Primary School



Modern Foreign Language Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Rationale

At St Peter's Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including the key skills of speaking and listening, and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All Key Stage 2 pupils have a 45 minute French lesson each week. Children in KS1 will learn French in a less formal way, through classroom instructions, counting, singing songs, greetings and joining in with whole school language events.

Aims and Objectives for the Teaching of MFL at St. Peter's CEP School

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 writing in the language studied

The aims of MFL teaching at St Peter's are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils
- 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
- lay the foundations for future language study by pupils

Teaching and Learning

Language teaching at St Peter's will focus on developing the following key knowledge and skills:

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 with songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable 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 present information 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 e.g. classroom items, display labels, weather chart, date
- write sentences and short texts independently and from memory

Intercultural understanding

The children will learn to:

- describe aspects of the daily lives 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

Planning and Organisation

Dedicated French lessons:

French lessons happen weekly across Key Stage 2 in a timetabled slot, these lessons are taught by Sarah Bradbeer (MFL Leader), and the class teachers. At St Peter's we follow the Kapow Condensed Scheme of work for French. The lesson content is progressive through the Key Stage, introducing new topic vocabulary whilst building on the key skills mentioned above; this is outlined in the Long Term Plans for MFL and is described in more detail in the Medium Term plans for each class. Resources used in lessons are taken primarily from Kapow.

Languages embedded into other lessons:

Where appropriate, teachers provide opportunities to practise their French in the context of lessons in other subject areas. For instance, children may count in another language while carrying out a maths activity. This acts to reinforce the vocabulary and structures they have learned.

Whole school language events:

Each year the MFL lead organises a whole school 'French Day' or French event; this is often centred around a particular festival such as Easter or Christmas, or is organised with the help of a particular class to support and enrich their learning that term.

Assessment

Assessment opportunities are integrated into the teaching and learning activities in all topics; they are carried out by the teachers as they teach and used to inform the future planning and which aspects of a topic may need revisiting to consolidate. Assessment is often through speaking and listening tasks within lessons and these are recorded as appropriate, using the Seesaw app. Reading and writing assessment is also included in the topics that have more of a written focus. At the end of each topic a summative assessment activity is carried out in the form of a quiz through which the children can show what they have remembered and learned, these results are recorded using the Kapow scheme's assessment documents.

SEN/Able/EAL Pupils

All children, at some point or other, may require extra support to understand new vocabulary, or to use it confidently once learnt. In order to ensure inclusion and engagement for those children we provide scaffolding to facilitate participation for all learners. Learning tasks and activities are pitched to build on children's existing knowledge and previous learning and, when necessary, pupils are paired or grouped sensitively. Children who have identified SEN are included within all language lessons and where possible are supported, either with additional adult support, or by having their tasks scaffolded so that they can achieve equally.

For children who have English as an additional language, teachers might provide word-bank resources or pre-teaching to support the understanding of new vocabulary, however as all children are learning and using new vocabulary in language lessons, this is often not needed. It is our experience that EAL is rarely a barrier to learning a new language.

Retrieval Practice

Children revisit previous learning as they move through the school. Low stakes quizzes on Kahoot! are created at the end of topics which can be used for future retrieval practice. These quizzes are created for each year group and move through the school alongside them.

Monitoring and Review

- The MFL leader, as well as the curriculum leader, is available to support teachers with their planning and teaching of French.
- Planning, teaching and learning is monitored through observations of lessons, review of books and Seesaw evidence and through pupil interviews.

Reviewed December 2022

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by Sarah Bradbeer