



St. Patrick's Catholic Primary School

MFL Policy

Date	Review Date	Responsible Person
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Contents

1. Subject Statement
2. Teaching and Learning

3. **Assessment**
4. **Planning and Resources**
5. **Organisation**
6. **EYFS**
7. **KS1 and KS2**
8. **Equal Opportunities**
9. **Inclusion**
10. **Role of the Subject Leader**

1. **Curriculum Statement**

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. St. Patrick's teaches the 2014 National Curriculum for Modern Foreign Languages through the use of the Scheme of Work - Language Angels. This aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, find ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality language education should foster children's curiosity and deepen their understanding of the world. At our school, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures. We also embrace the opportunity to celebrate how some children are already bilingual as they have English as a second language.

At St. Patrick's, we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Children are introduced to French in the EYFS. Throughout KS1, children receive a weekly lesson. This is supplemented through the use of spoken French in the classroom beyond the timetabled lesson, which includes the use of French to give basic instructions and refer to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled French lesson of 45 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading, writing and grammar:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French which are delivered through the curriculum content, as well as by French speakers within the school community.
- Children currently have an international link with children in a school in Kenya. This supports the school's commitment to providing opportunities for children to communicate and appreciate other cultures and the wider global community.
- Cross curricular links with music. During the autumn term, each class learns a song in an international language during their music lessons and performs it to an audience on the celebration of International Languages and Music Day.
- The Celebration of International Languages and Music Day takes place in the autumn term: parents and relatives of Reception and Year 6 children are invited into school to St. Patrick's Continental Cafe. Year 6 children greet their 'customers' in French, take their orders and serve them with Continental delicacies such as 'des croissants, du thé, du café ou du chocolat chaud'.
- Links with creative writing and computing. During the summer term, Year 6 children design and create French books which they read to their chosen audience in EYFS or KS1 class. This provides opportunities for children to perform, practise their pronunciation and intonation, whilst encouraging the appreciation and beauty of languages to younger children within St. Patrick's.
- Knowledge and skills in French are progressive from one year to the next and are mapped across the school, in line with the Languages Angels scheme of work. Cross curricular links have been identified and the school's own context is considered as part of curriculum planning, including, for example, how resources can be used to enhance and enrich French learning.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. St. Patrick's also ensures that languages are celebrated throughout the school community whilst providing a context for language learning whilst developing the children's understanding of different cultures.

The school has a long and proud history in working in collaboration with schools, in other parts of Europe, to enrich the curriculum. Giving the children an exciting look at the world beyond their own community

St Patrick's is a fully accredited International School – awarded from The British Council, in recognition of our work to give a global dimension to the teaching and learning at St Patricks.

Working across a range of activities and projects to enrich our curriculum, the school has formed strong connections with schools across Europe in Italy (Milan) and Portugal (Lisbon). Working in collaboration we have exchanged shared artwork, learnt and shared songs in our MFL work (Italian and Portuguese) and even created pen pals with our friends abroad. We shared examples of our work on the European Union online platform eTwinning. One of our collaborative projects received recognition when awarded the eTwinning Award of excellence. This was a joint project with our friends in Milan based themed around Holocaust Memorial Day.

2. Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - **oracy, literacy** and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language. As a result, opportunities to develop **knowledge about language** (KAL) and **language learning strategies** (LLS) underpin the three core strands. This follows the five strands recommended in the Key Stage Two Framework for Languages (DCSF).

We use a variety of techniques to encourage the children to engage actively in the target language: these include games, role-play and songs.. We often use puppets and soft toys to demonstrate the foreign language, and listen to native speakers in the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach speaking, listening, reading, writing and grammar to ensure a broad range of skills are acquired. Some of the grammar rules which are taught include the use of feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. Revisiting previous learning at the beginning of each lesson and often throughout the week, enables children to gain a better understanding of what they have learnt, therefore helping them to gain more confidence and achieve more.

We make the lessons as entertaining and enjoyable as possible, as we realise that this helps to foster a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questions.

3. Assessment

The children are assessed continually throughout the year, with the teacher giving verbal feedback or through marking.

This process is supported by the end of KS2 statements in the National Curriculum 2014.

Children review the communicated success criteria at the end of each lesson and their judgements are then verified by the teacher. The teacher records when each of these has been achieved, as informed by evidence of achievement in the child's contributions and responses during lessons. This ongoing record is used to inform the end of KS2 data submitted to the Local Authority. This system ensures that assessment informs planning, with objectives that require further consolidation, quickly identified, with opportunities for coverage planned for. Progress towards and achievement of these statements is also used to inform end of year reporting on MFL to parents.

4. Planning and Resources

The school has adapted the Language Angels Scheme of Work to provide teachers, at all levels of French, with a detailed plan for each lesson. This supports teacher confidence, as well as accuracy in the teaching of French. Progression maps are also in place and known to staff, as well as unit objectives, to ensure that knowledge and skills build from one year to the next.

A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's shared curriculum drive. Film clips of native French speakers using key phrases and vocabulary, ensure that children are provided with further effective models of the language. A number of related resources, including flashcards, audio and book CDs have also been added to the school's 'shared drive', allowing easy and constant access in all classrooms.

In addition to teaching French, Year 5 and Year 6 also study Italian and Dutch respectively. The planning has been adapted to teach these languages prior to the residential trips which take place in Year 5 (skiing in Italy) and Year 6 (educational visit to Noordwijk in Holland). Studying these languages makes 'learning a language' more purposeful, therefore providing opportunities for the children to

communicate more effectively and put their skills and knowledge into practice, encouraging spontaneity and automaticity.

In order to vary the way in which lessons are taught, teachers and children use the 'Chariot Français' (French Trolley) which has a range of flashcards, games, masks, and props which enable speaking and listening activities. Children play games such as Le Sac Français, Kim's Game, Attachez la Carte, Qui est-ce?, Le Café Role-Play, Montrez moi... C'est Bon ou Mauvais pour La Santé, and use French / English dictionaries to extend their vocabulary and aid their spellings.

5. **Organisation**

MFL is introduced to children at the beginning of EYFS, through language games and songs. In Reception, there is an emphasis on speaking and listening activities. French lessons are taught weekly in KS1, with the 30 minutes lesson supplemented through the regular use of French beyond the lesson. In KS2 French is taught through weekly 45-minute lessons. The language is taught by the class teacher which supports further opportunities for immersion in both key stages. For example, teachers are encouraged to say The Sign of The Cross in French, answer the register in French and sing 'Joyeux Anniversaire' when appropriate. This helps to develop the children's vocabulary in context.

6. **EYFS**

Although languages in the EYFS and KS1 are not statutory, a whole school approach is observed. The aims of learning a foreign language at Foundation Stage (and KS1) are the same for those at KS2:

- Foster an interest in learning another language
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun
- Stimulate and encourage learners' curiosity about language
- Encourage learners to be aware that language has structure and that structures differ from one language to another
- Help learners to understand cultural differences in other countries
- Develop their speaking and listening skills

MFL provision in the EYFS complements the scheme of work for MFL at KS1 and KS2, which revisits previous learning, with an emphasis on speaking and listening and the use of songs and music. The approach supports the children with:

- The ability to identify sound
- The ability to mimic
- The willingness to engage and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

7. KS1 and KS2

KS1

The content and skills of French lessons in KS1 provide a sound foundation for later learning. French lessons across the school are planned to allow progress towards and achievement of the objectives stated in the 2014 National Curriculum. Lessons and resources are adapted from the Language Angels Scheme of Work.

Children are taught to know and understand how to: ● ask
and answer questions

- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs and groups to communicate in the other language
- look at life in another culture
- read and write simple words and basic sentences

KS2

The teaching of languages is based on the guidance material in the Key stage 2 Framework for Languages. Lessons and resources are also adapted from the Language Angels Scheme of Work. Children are taught to know and understand how to:

- Engage in conversations, express opinions and respond to those of others.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present information and ideas orally to a range of audiences.
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory.
- Use a dictionary.
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing.
- Broaden their vocabulary and develop the ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

8. Equal Opportunities

At St. Patrick's, we are committed to promoting equal opportunities irrespective of socio- economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

9. Inclusion

At St. Patrick's, we teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

10. Role of the Subject Leader

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL
- writes a subject development plan, informed by the whole school development plan
- monitors teaching through learning walks / observations
- observes and gives feedback to teachers on their teaching of French
- provides coaching and mentoring sessions by teaching various classes whilst being observed by teaching staff to model good practice

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