



St Giles C.E. Primary School

Modern Foreign Languages Policy

Introduction

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

1. Curriculum Vision

Intent

The 2014 National Curriculum for Modern Foreign Languages 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, finding 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 languages education should foster children's curiosity and deepen their understanding of the world. At St Giles we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in 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 KS2 and receive a weekly 60 minute lesson, throughout their time in KS2. 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.

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

- 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 that are delivered through the curriculum content.
- We follow the primary MFL scheme of work from Rising Stars.
- With an introduction to Culture Day in academic year 2022-2023, we hope to enable the whole school to be immersed in the inclusion of world cultures and use languages meaningfully in context.

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. Varied learning experiences, including 'Culture Day' also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

2. Aims and Objectives

The aims and objectives of learning a modern foreign language at St Giles Primary School are:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has structure and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To understand and respond to spoken and written language from a variety of authentic sources;
- To 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;
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- To discover and develop an appreciation of a range of writing in the language studied.

3. 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. We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). Also, we listen to recordings, 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 the four strands of speaking, listening, reading and writing and to understand basic grammar, including: 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. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop 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.

4. Planning and resources

The school uses resources developed by Rising Stars, to provide teachers at all levels of French knowledge with a unit plan and resources, to ensure that French is taught with accuracy and confidence. 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 Rising Stars account. A number of related resources, including flashcards, Euro's and books have also been stored in a central location (Library).

MFL Yearly Overview

Each year group will complete 6 units per academic year using the Rising Stars resources to aid teaching and learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Yr3 and 4 Expected outcomes in speaking and writing – Words and building a phrase</i>					
Year 3	<i>Moi</i> (All about me)	<i>Jeux et chansons</i> (Games and songs)	<i>On fait la fête</i> (Celebrations)	<i>Portraits</i> (Portraits)	<i>Les Quatre Amis</i> (The Four Friends)	<i>Ça pousse!</i> (Growing things)
Year 4	<i>On y va!</i> (All aboard!)	<i>L'argent de poche</i> (Pocket money)	<i>Raconte-moi une histoire!</i> (Tell me a story!)	<i>Vive le sport!</i> (Our sporting lives)	<i>Le Carnaval des Animaux</i> (The Carnival of the Animals)	<i>Quel temps fait-il?</i> (What's the weather like?)
	<i>Yr 5 and 6 Expected outcomes in speaking and writing – Two or three phrases leading to a short paragraph by the end of Year 6.</i>					
Year 5	<i>Bon appétit, bonne santé</i> (Healthy eating)	<i>Je suis le musicien</i> (I am the music man)	<i>En route pour l'école</i> (On the way to school)	<i>Scène de plage</i> (Beach scene)	<i>Le Retour du Printemps</i> (The Return of Spring)	<i>Les planètes</i> (The planets)
Year 6	<i>Notre école</i> (Our school)	<i>Notre monde</i> (The world around us)	<i>Le passé et le présent</i> (Then and now)	<i>Ici et là</i> (Out and about)	<i>Monter un café</i> (Setting up a café)	<i>Quoi de neuf?</i> (What's in the news?)

5. Organisation

We teach a foreign language lesson to all children in Years 3-6 for 60 minutes a week. Each year group has specific topic areas to cover. The language is taught by the class teacher, which we consider to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning. Learning is consolidated by using the foreign language at other times such as:

- During taking the register;
- Grouping and counting in other lessons, e.g. P.E, literacy, etc;
- Five minute language games.

Recording

Children record most of their work in their own exercise books, which get passed on with them throughout KS2 to showcase their MFL journey. In addition, throughout the year, teachers will record children's French speaking using iPADS and this evidence is saved on the school server.

6. Equal Opportunities

At St Giles we are committed to promoting equal opportunities irrespective of socioeconomic 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.

SEND pupils

There are a range of strategies used by teachers as part of Quality First Teaching to support SEND pupils. For example: task slicing - breaking learning into smaller steps; visual cues (dual coding); peer to peer support to practice and over learn. For children who find writing a barrier, pupils are provided with talking tins and Chromebooks. It is the expectation that SEND pupils access high quality/age related learning as appropriate to their needs.

7. Inclusion

At St Giles, we teach a modern foreign language to all KS2 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.

8. Assessment

We assess the children in order to ensure that they make good progress in this subject. The children are assessed continually throughout the year, with the teacher giving feedback orally and through marking. When assessing the children, teachers think about the five key strands of the MFL Curriculum:

- Oracy
- Literacy
- Knowledge about Language (KAL)
- Language Learning Strategies (LLS)
- Intercultural Understanding (IU)

Throughout the year, teachers record children's oracy in French lessons using iPADS and saving the evidence on the school's server.

Teachers assess formally by completing the Assessment Data spreadsheet. This includes the progression and curriculum coverage for each year group, which teachers use to help them to decide whether children are working below, at or above age related expectation. Teachers will use the judgements: emerging, developing, secure, which are in line with other subjects across the school. Teachers focus on formally assessing once per term.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in school. Books are monitored regularly on a termly basis by either the subject lead or SLT.

The Head-teacher/subject leader also reports to the governing body on the progress of children in French in the same way as any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

The subject lead liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

9. Role of the Subject Leader

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 and evaluates the teaching and learning of MFL across KS2.

Policy Implemented: October 2022

To be reviewed: October 2024