

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Modern Foreign Languages Policy

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St Peter's Intent

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, lifelong learners.

Purpose

In French we develop the children's Knowledge and Skills in line with the school's vision for a Knowledge and Skills based curriculum.

We inspire Creativity by exposing the children to many different ways of learning a new language.

We encourage Discovery by inspiring children to use their foreign language skills in real life settings.

We foster a Curiosity by showing the children different cultures and languages to provoke inquisitiveness about the wider world.

We develop Independence by learning to be confident in our use of the new language skills we have mastered.

We instil Resilience as we grasp that speaking in a new language demands practise and determination.

As a result, the children Respect and Value French and are Lifelong learners.

Aims

Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the 'Language Angels' scheme of work to ensure coverage and progression across school. All children in KS1 and KS2 have weekly language lessons.

KS1 and KS2 children have the opportunity to:

- 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
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and
- discover and develop an appreciation of a range of writing in the language studies.

Teaching and Learning

Implementation

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence grows and skills develop, children record their work in a number of ways:

- displays are used to remind children of key vocabulary

- practical activities, songs and games are used to help improve memory and recall

- in the classroom and throughout the school, children are encouraged to greet each other, teachers and other adults in French

- visual prompts are used to support children in translating new vocabulary

A variety of techniques is used to encourage the children to have an active engagement with the Modern Foreign Language, including games, role-play and action songs. Mime is also used to present new vocabulary, as this serves to demonstrate French without the need for translation. A multi-sensory approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Lessons are made as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages.

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; and
- 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.

Planning and resources

Children are taught specific skills, concepts and vocabulary in a weekly 10 minute short focused activity in KS1 and a longer 45 minute weekly dedicated lesson in KS2. Primary Language is planned following the broad guidelines set out in the National Curriculum.

The 'Language Angels' Scheme of Work ensures that there is continuity and progression in both skills and content across all classes and year groups. Published resources including fiction and non-fiction texts, dictionaries, posters, CDs and DVDs are available for use throughout the school.

Links with other areas of the curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be exploited through aspects of:

- English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, dialogues, poetry, different text types);
- Computing: use of e-mail with schools abroad, materials from the internet, video and audio, presentation of data;
- Mathematics: counting, calculations, the time and the date, money;
- Geography: work relating to the study of other countries, points of the compass and directions, weather;
- Science: work on parts of the body, animals;
- Music: rhyming, rhythm, singing, world music;
- RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- History: work relating to the study of other countries, family trees; knowledge of other country and culture;
- Art: colours; shapes;
- PE: physical responses to the teacher's instructions issued in the language being learnt.

Inclusion/Adaptation

Primary Language teaching at St Peter's is fully inclusive. No child is excluded by reason of a SEND need, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Language learning activities.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is adapted as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.

Monitoring and Assessment

At St Peter's, assessments are made in line with the school assessment policy. Effective assessment for learning is used to ensure planning is based on prior attainment. Effective verbal feedback is used to move the pupils' learning on within lessons.

Children's progress is assessed informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing.

Informal comments on their progress in French will be made in reports to parents.

Impact

The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also how it could help them in another country or to talk to a French speaker.

We foster an enjoyment of languages through a variety of lessons including interactive, singing and outdoor lessons. Progression through a topic is evident in the development of key skills and acquisition of main vocabulary. Evidence of children's work is kept in vocabulary books and through recordings and photos in our Active Learning Books.

Conclusion

Our ultimate aim is to integrate language learning into everyday school life, experimenting with knowledge of different languages whenever the opportunity arises. By fostering a problem-solving approach, children are given opportunities to work out language use for themselves, an emphasis on having fun with the new language. We very much hope that working in partnership with our secondary colleagues, pupils of St Peter's School will benefit from their early start in learning a Modern Foreign Language and that this will provide a sound basis for future learning.

Monitoring and Evaluation of the Policy

This policy is a practical working document for the teaching and learning of French throughout the school. The policy will be regularly monitored and any necessary changes will be reported to the Curriculum Committee.