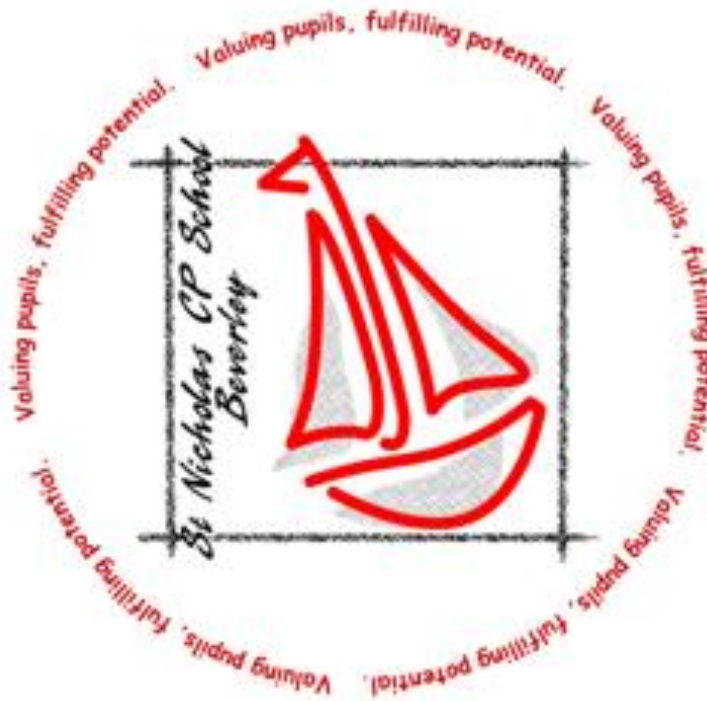


Beverley St Nicholas Primary School



Modern Foreign Languages Policy

Reviewed May 2022

Contents

- 1. Curriculum Intent Statement**
- 2. Implementation**
- 3. Impact**
- 4. Planning and Progression**
- 5. Teaching and Learning Pedagogy**
- 6. Assessment**
- 7. Resources**
- 8. Equal Opportunities and Inclusion**
- 9. Co-ordinator Responsibilities**
- 10. Parental Engagement and Reporting to Parents**
- 11. Policy Review**

1. Curriculum Intent Statement

The aims of Primary Language teaching at Beverley St Nicholas Primary School 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.
- ✓ Provide children with a MFL curriculum which is underpinned by; Global citizenship, Wellbeing and Aspirational values.
- ✓ Stimulate and encourage children's curiosity about language and creativity by experimenting with it.
- ✓ Support oracy and literacy through speaking and listening skills so that children; know more, remember more and understand more.
- ✓ Give an extra dimension to teaching and learning across the curriculum which fulfils the expectations from the National Curriculum.
- ✓ It is the intention that all children in EYFS, KS1 and KS2 will access first quality teaching of French in order to adequately prepare them for KS3.

2. Implementation

It is statutory in the National Primary Curriculum that every pupil in KS2 learns a foreign language and that pupils should make 'substantial progress in one language'. At Beverley St. Nicholas, the children are introduced to French in EYFS and taught French in formal lessons throughout Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3-6).

In EYFS, class teachers 'drip feed' small amounts of French through games, songs, finger rhymes, stories, role play etc., in order to introduce the children to French. Each class in Key Stage 1 and Key Stage 2 has a weekly timetabled lesson of French (at least 15-20mins in KS1 and 45-60mins in KS2). The French phonemes are taught in Year 3 and continually revisited throughout KS2.

Experiencing language every day helps children to memorise new words and structures, giving children the confidence to respond to what they hear and to use the new language for real purposes. Examples include:

- Doing the register or lunch menu/choices in French
- Watching a video in French
- Playing language games
- Cooking
- Reading stories in French
- Singing Happy Birthday in French
- Displaying the date in French
- French themed days/activities
- Labelling classroom objects in French
-

A multi-sensory and kinaesthetic approach to teaching is used as well as an emphasis on the use of games, rhymes and songs including ICT. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make.

3. Impact

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will be able to communicate with each other in French.
- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will learn how language skills can be applied to a range of languages.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

4. Planning and Progression

We plan using the National Curriculum. We enhance the curriculum using progression grids which map out the skills and knowledge children gain in each year group. Subject Progression grids are used to develop long term plans. Teachers use the long term planning alongside the Little Languages scheme of work for EYFS and KS1 and iLanguages for KS2 to deliver individual lessons that ensure progression across the year groups.

In KS2, we use the Physical French Phonics scheme to teach phonics in French in order to aid children with accurate pronunciation. Physical French Phonics is a sound, action and spelling system. The memorable kinesthetic and visual prompts help the children to learn the sounds of the written form.

5. Teaching and Learning Pedagogy

The aim of our children to become better linguists who will remember more, know more and understand more about French.

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the explicit teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self and family. As learning develops, pupils are given opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. They develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two/three topics. Teachers make use of a wide variety of resources, including ICT, and learning activities, including games, information-finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills. There are clear links with literacy, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

6. Assessment

At Beverley St Nicholas, assessment in French comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they are assessed against these. It is the responsibility of each individual class teacher to implement this through planned activities linked to the French National Curriculum and through our schemes of work; Little Languages and iLanguages. At the end of each term, teachers judge children against these criteria using the school's assessment system, Educater. This data is then analysed by the French Subject Leader.

Alongside teacher marking and feedback, pupils will be encouraged to self-assess and peer-assess. Pupils regularly review their work against 'I can...' statements for their year group.

7. Resources

A variety of resources are available. These include: the iLanguages Scheme for KS2 which includes the lesson resources (PowerPoints, Smart Files, sound files and workbook activities), Little Languages scheme of work for EYFS and KS1, Physical French Phonics scheme, children's dual language books, songs (CD ROMs), games and French/English dictionaries.

In each classroom there is a working wall displaying key vocabulary and phonemes. There are also French labels for the date, classroom objects and everyday classroom language.

8. Equal Opportunities and Inclusion

All pupils are entitled to access the French curriculum at a level appropriate to their needs.

At Beverley St Nicholas Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Co-ordinator Responsibilities

The French subject leader is responsible for:

- Monitoring the teaching and learning of French.
- Overseeing and implementing the French Policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending training and providing staff with appropriate feedback and CPD.
- Attending courses to keep knowledge up to date and feedback to staff upon return.
- All teachers are responsible for delivering French to their pupils.

10. Parental Engagement and Reporting to Parents

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to partake in curriculum events, and kept informed regularly of their child's progress, both formally and informally.

11. Policy Review

Policy Reviewed: May 2022

Review Date: September 2022