

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Modern Foreign Language Policy September 2023

- An inclusive place that nurtures children's individual talents
- A creative inspiring school
- An exciting quality environment

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

MODERN FOREIGN LANGUAGE POLICY

1 Aims and Intentions

At St John the Baptist Primary we believe it is important for all children to be given the access and knowledge to not only learn a new language, but to also gain an understanding of another country and their culture. The ability to understand and communicate in another language is a lifelong skill. We have chosen French because it is spoken by millions of people across five continents and is the second most widely learned language after English. It is the international language of cooking, fashion, theatre, visual arts, dance, and architecture! At St John's we have a structured approach to learning the French language which ensures the children can build and consolidate their oral and written skills in a practical and engaging way. We also want to fully prepare our children for secondary school with strong foundations in French.

The aims of learning French are:

- 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. To continually improve the accuracy of their pronunciation and intonation.
- To be able to 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.

2 Teaching and Learning Style

Pupils in KS1 are introduced to other languages, including French. This is through daily greetings, registers, classroom routines and praise words which are regularly conducted in another language. We actively incorporate the languages spoken by our EAL pupils into our everyday learning this provides an inclusive and respectful environment.

In KS2, we use a variety of techniques to encourage the children to have an active engagement in French: these include games, role-play and action songs. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- We use a multi-sensory approach to teaching i.e. we try to introduce a physical element into games, rhymes and songs as we believe this serves to reinforce memory.
- Using additional adults to support the work of individual children or small groups.
- Setting tasks of increasing difficulty (not all children complete all tasks).

- Setting suitable learning challenges and responding to each child's different needs.

3 French Curriculum Planning

At St John the Baptist Primary, we utilise Rigolo scheme of work for the teaching and learning of French. This enables our pupils to meet the end of key stage 2 attainment targets in the National Curriculum. The French Curriculum Overview maps out the key skills and themes covered in each year group.

In Key Stage 2, each class has a timetabled lesson of at least 30 minutes per week and then wherever possible, daily sessions of 5-10 minutes throughout the week, where the children may answer the register in French, sing a song, listen to a French story or revisit vocabulary and phrases that have been taught in the lesson in order to consolidate knowledge and ensure new language is retained. In Key Stage 1 children may be taught simple greetings in a variety of languages and also some basic French vocabulary during our annual French Enrichment Day. Lesson plans are recorded on Curriculum Maestro where the class teacher and subject co-ordinator often discuss them on an informal basis.

Lessons are planned to build upon the prior learning of the children, allowing children of all abilities opportunity to develop their skills, knowledge and understanding. We build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

In Key Stage 2 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.
- 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.

4 Teaching French to Children with Special Educational Needs

At our school, we teach French to all KS2 children, whatever their ability. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our

French teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress.

We enable pupils to have access to the full range of activities involved in learning French. Where children are to participate in activities outside the classroom, for example, a class trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. In order to help our children retain their French learning, we encourage French into the classroom environment regularly.

5 Assessment and Recording

We assess the children's work in French by making informal judgements as we observe the children during lesson. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum. We use this as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

6 Resources

All class teachers have a log-in to the Rigolo French learning scheme. We have a class set of French Dictionaries available to all classes. There is a selection of French picture books located in the school library. On Teams - there are links to websites, songs and rhymes available to supplement the teaching of French.

7 Monitoring and Review

The French subject leader is responsible for the coordination and planning of the French curriculum. They are responsible for giving the head teacher and governors an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The duties and responsibilities of the MFL subject leader include the following:

- To read, understand and interpret the National Curriculum for MFL.
- Responsible for the coordination and planning of the French curriculum.
- Supports colleagues in their teaching, by keeping them informed about current developments in French.
- Writes a subject action plan, informed by the whole school development plan.
- To liaise with local secondary schools and attend training events.
- Informs governors about current teaching of French in a yearly review.

Reviewed: September 2023

Review: September 2025

Reviewed by Staff: N Haythorn

Reviewed by Governor: