



St Peter's C.E. Primary School

MFL Policy

September 2021

Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow.

(Matthew 13:1-23)

Introduction

Learning a foreign language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. These are skills that they will be able to access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of FL promotes initiative, confidence and independent learning and encourages diversity within society.

Our Aims

- ❖ To increase children's linguistic competence through regular timetabled FL sessions.
- ❖ To exploit cultural links and experiences when opportunities arise.
- ❖ To promote positive attitudes towards language learning through a range of learning activities.
- ❖ To develop listening skills and phonological awareness.

Impact

By the time the children leave St. Peters, they are emerging linguists who have a range of vocabulary on different topics. They understand simple sentence structure, basic grammatical rules and speak with an accent. We endeavour to immerse our children in French Culture.

Organisation

Our School values language acquisition and begins teaching French in Year 3. This ensures that particular language learning strategies are taught and appropriate skills are practised. We use a scheme developed at St Peter's from published resources which covers all objectives outlined in the National Curriculum. FL is also part of the school day and, as such, is on-going throughout all of children's learning. Pupils are encouraged to speak in French outside of the classroom to other adults and also to their peers. Basic French vocabulary is promoted throughout the school i.e. answering the register in French.

Children are regularly taught specific skills, concepts and vocabulary in a weekly dedicated French lesson to ensure progression and skills development.

Planning and Teaching

St Peter's MFL Scheme of work is based on the KS2 National Language Curriculum and outlines what we teach throughout the year. Staff plan according to the aims to ensure all objectives are met which coincide with our school's scheme of work. The work will be delivered at a greater aspect of challenge for children further up the school or gifted linguists.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, FL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities such as; singing songs, dance, role play, playing games, conversation, reading stories, writing and linking French festivals to ours i.e. Easter and Christmas.

Computing will support teaching using appropriate programmes and equipment.

Cross Curricular Links

Foreign Language draws upon and develops skills, knowledge and understanding from across the curriculum. Appropriate links can be made with other curriculum areas.

FL can make a major contribution to cross-curricular elements in the development of key concepts, skills, values and attitudes. FL has a particularly strong link with the following cross curricular themes: Computing, Mathematics, Religious Education, Art, Geography and Music.

Music - French music played during lunch times.

Children perform in class assemblies.

Dance - Through songs learned and videos clips.

R.E - Easter, Christmas celebrated around the world.

Geography - Directions, maps of French speaking countries.

Art - Monet, Cezanne, Mattise, Seurat

Maths - learning numbers

Pupils with Special Educational Needs

Pupils with special educational needs receive support from our staff to undertake exercises or projects geared to their level of ability and to take an effective and valuable role in mixed ability co-operative group work. They include:

- ❖ Pupils with learning difficulties who may need support with reading and writing but who may have well-developed oral skills.
- ❖ Pupils who have difficulties with practical tasks, who may need more support and extra opportunities for practice.
- ❖ Pupils with particular ability and flair for languages, who are extended through the use of additional, more demanding, assignments.

Inclusion

In accordance with our equal opportunities policy all our pupils are given access to the National Curriculum. We endeavour to help all children to reach their full potential irrespective of gender, race, class, ability, age or belief.

Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. As the teachers work through the scheme of work, they follow the National Curriculum coverage records for each unit of work and assess the children's progress. The informal assessments are used to identify gifted linguists and those requiring extra support.

Written work in MFL is marked in line with school policy then kept in French folders, which then move up to the next class with the children. Curriculum floor books are also used to display work and photographs that will show the children's language, learning journey.

The Role of the Subject Leader

- ❖ To continually monitor the subject, including the effectiveness of the policy and scheme of work, with the Headteacher.
- ❖ To organise, purchase and maintain central resources.
- ❖ To develop own knowledge of subject by appropriate training.
- ❖ Work with other Subject Leaders

Updating Documentation

The governing body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: