



St. Thomas' CE Primary School

MFL Policy

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Introduction

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.” The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

At St. Thomas’ C.E. School we support and encourage everybody to achieve their best in work and play. This Modern Foreign Languages policy embraces this statement and reiterates our school’s aim to provide a range of opportunities to support our pupils’ early development of the knowledge and skills necessary to become global citizens of the 21st Century, who can begin to appreciate the linguistic and cultural diversity of the world in which they live.

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to **develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works.**

Our school acknowledges that learning is enriched by **all pupils**, being given an entitlement during the primary phase of their education to early language learning, so that they are encouraged to develop positive attitudes to language learning throughout life.

Foreign language learning has been progressively introduced to primary schools as part of the Government’s National Languages Strategy (Languages for All: Languages for Life, DfES 2002). Since the school year 2009-10, all Key Stage 2 pupils have been entitled to learn another language in school time. St. Thomas’ C.E. School has recognised the value of this initiative and has extended it to provide age-appropriate Primary Languages learning opportunities for **all KS2 children**.

Aims

The aims of Primary Languages teaching at St Thomas’ C.E. 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;
- stimulate and encourage children’s curiosity about language and stimulate creativity through experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on ‘first’ language teaching and learning;

- give an extra dimension to teaching and learning across the curriculum.

Objectives

Through provision for pupils' skills development in language learning and also through appropriate and relevant planned cross-curricular opportunities we will provide opportunities for:

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Teaching and Learning

At St Thomas' C.E. Primary School we deliver French through the Language Angels Scheme of Work. Lessons are taught using the key skills and specifically designed to cover specified KS2 objectives. The scheme was fully introduced in September 2022.

It was agreed that Year 1 and 2 learn French even though it is non-statutory because research shows that 'the best age to start learning a foreign language is 5'. The children enjoy the lessons and it will prepare them better for French in Key Stage 2 if they have had some exposure to it already.

Each teacher has specific topics to teach (see list below):

Year 1 - Greetings, Colours, Numbers and Shapes

Year 2 - Fruits, Vegetables and Ice Creams

Year 3 - I'm learning French, I can... and Animals

Year 4 - Introducing Myself, My Family and At the Cafe

Year 5 - Do you have a pet? Weather and Clothes

Year 6 - At School, Weekend and Healthy Lifestyles

Children have exercise books for recording their work. It has been agreed that each pupil should have at least one piece of work per lesson. Over the week there should be a variety of: speaking, listening, reading and writing evidence. Each piece of work should include the date and learning objective.

Equal Opportunities

- At St. Thomas C.E. Primary School, we celebrate the part that Primary Languages plays in developing the learning of all pupils, irrespective of gender or ability. Experience has shown that children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.
- Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. We use VAK strategies to engage all learners.

Resources

- Language Angels Scheme of Work
- A range of resources (including fiction and non-fiction texts, posters and classroom display materials, CDs, DVDs and computer software) are available for use throughout the school.
- We have a wealth of ICT resources, including an ICT suite, interactive whiteboards and digital cameras to support pupils' learning, access to and development of skills in Primary Languages.
- There are website links and ideas in the French folder on the shared area for all members of staff to access and add to throughout the year.

Staff Development

Teachers will attend team meetings about best practise and to gain more knowledge and understanding of how to deliver French lessons. The scheme of work is scaffolding and Teachers know to develop and adapt the planning to ensure it suits their individual styles (but must cover all of the objectives for their year group).

Assessment of Learning

- Opportunities to monitor the children's progress in Primary Languages are to be built into our termly programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning for the next academic year.

Assessments are based on observation of children working on different oral activities and (where appropriate) written products. Examples of work will be monitored in each child's workbooks.

- Learning intentions and outcomes are planned and structured for each lesson and build on pupils' prior learning and age-related expectations.
- The success criteria for relevant groups of pupils to achieve specific learning outcomes are discussed with them so that their progress towards these can be measured.
- Pupils are to be encouraged (in an age appropriate way) to make comparisons with their previous work and evaluate their progress and areas for development.