

**ST MARY'S RC PRIMARY SCHOOL**

**MFL POLICY**

2024 – 2025

**Mission Statement**

St Mary's school community follows the teaching of Jesus Christ, working together to develop the whole child in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

**Document Purpose**

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It has formed the basis for the development of MFL in the school since 2008. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the KS2 MFL Framework and the QCA Scheme of Work for MFL, which give indications of what pupils in each age group may cover. This policy was developed by the MFL Coordinator. **The modern foreign language taught at St Mary's is French.**

The Significance of Modern Foreign Languages

"We interpret the term Modern Foreign Language' to include the use of any living language to communicate ideas and receive information."

**The significance of Modern Foreign languages**

MFL 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. 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 MFL promotes initiative, confidence and independent learning and encourages diversity within society.

**Subject Aims**

The overall aim for MFL is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach MFL and use MFL effectively in their teaching of other subjects. However, this aim can be further broken down.

- To increase children's linguistic competence through regular 45-minute timetabled MFL sessions
- To help children develop their awareness of cultural differences in other countries and exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities
- To develop listening, speaking, reading, writing and phonological awareness
- To lay the foundations for future language learning
- To encourage children to be aware that a language has a structure and that the structure differs from one language to another.

- To stimulate and encourage children's curiosity about languages
- To encourage children's confidence

### Objectives

Our objectives are closely linked to the KS2 framework for languages and the Programme for Languages and include opportunities for pupils to undertake the following:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.
- Plan and prepare spoken language for real purposes to perform to an audience, e.g. role-play activities
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships
- memorise words
- interpret meaning
- learn about cultural traditions, aspects of everyday life and celebrations in France and French speaking countries and make comparisons with their own
- Work individually and collaboratively, taking an active role in group tasks
- Describe people, places, things and actions orally and in writing
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Curriculum and School Organisation

French is taught weekly in all KS2 classes to ensure progression and skills development. All planning is undertaken by the Language Teacher, who adapts lesson plans according to each class. Children are taught specific skills, concepts and vocabulary in a weekly 45-minute French lesson with the language teacher.

St Marys' aims to meet the entitlement for all pupils and are well placed for the introduction of statutory primary languages since 2014. Our current scheme of work matches the requirements of the Programme of Study:

- An appropriate balance of spoken and written language
- Pupils learn to speak in sentences, with appropriate pronunciation
- Pupils learn to express simple ideas with clarity
- Pupils learn to write phrases and short sentences from memory
- Pupils develop an understanding of basic grammar
- Pupils become acquainted with songs and poems in the language studied
- Teaching focuses on making substantial progress in one language

- Pupils learn grammatical concepts
  - Pupils learn about verb conjugation
- MFL provides opportunities for teaching the following cross-curricular themes:
- Literacy – listening, speaking, reading and writing skills
  - Maths – through number recognition, time, money and exchange rate
  - PHSCE – through learning about attitudes towards cultural diversity, through exploring cultural similarities and differences, discussions about stereotypes and misconceptions
  - RE – religious festivals and beliefs in French speaking countries
  - History – links between the UK and France, wars and alliances
  - Geography – locations of the French speaking countries, French landscape

### **Curriculum Management**

The subject Co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy
- By updating the policy and scheme of work
- By ordering/updating/allocating resources
- By taking an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place
- By attending course to update knowledge of current developments

### **Inclusion**

All pupils, regardless of ability, race or gender, shall have the opportunity to develop their MFL skills. The school promotes equal opportunities and fairness of distribution of MFL resources. Grouping for MFL should generally be mixed abilities, however for certain tasks or for specific teaching input, the language teacher will focus on certain ability groups and provide support and extend the learning.

Through our French language teaching, we provide opportunities that enable all pupils to make progress. We do this by setting appropriate levels of challenge and responding to individual pupil's learning needs. St Mary's recognises the motivational advantages of the use of MFL by children with special educational needs.

Pupils with English as an additional language are taught French too and may bring additional intercultural understanding and language skills to the French lessons.

### **Time Allocation**

Each KS2 class is given a 45-minute French lesson per week.

A 30-minute French lunchtime club is organised weekly for the year 2 children. This is a fun yet structured initiation to French from which children can gain a head start in preparation for year 3.

### **Class Organisation and Teaching Style**

During the French lessons, children are given the opportunity to work as a class, as part of a group or in pair and individually. The choice of the class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. We use a variety of techniques to encourage the children to have an active engagement in the French lessons. These include games, role-plays, and action songs. We use actions or visual aids to accompany new vocabulary as this serves to demonstrate the meaning without the need for translation. In each lesson, we develop the four skills necessary to master a language: listening, speaking reading and

writing skills. We use kinaesthetic elements in the lessons as we believe it reinforces memory. We make the lessons as enjoyable as possible so that the children develop a positive attitude to learning languages. We build children's confidence through praise for any contribution they make, however tentative. Children are rewarded with French stickers on their work, stamps and sometimes certificates to take home when they have made special effort or progress.

Each child has a folder where they record their written work, file vocabulary banks and have their self-assessed records of achievement.

Children use ipads for interactive games and research projects.

### Progression

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around the verbs.

Determiner + noun	un stylo	a pen
determiner + noun + adjective	un stylo rouge	a red pen
verb in the 1st person	j'ai un stylo	I have a pen
verb in the 3 <sup>rd</sup> person	il/elle a un stylo	he/she has a pen
verb in the 3 <sup>rd</sup> person + determiner + noun + adjective	il/elle a un stylo rouge	he/she has a red pen

The children are gradually asked to respond to longer pieces of French. Only oral French is presented at first, with oral responses required. When the children have acquired accurate pronunciation, the written words are introduced. Children are increasingly asked to write words, phrases and ultimately sentences from memory.

### Assessment, Record Keeping, Reporting

We assess children in order to ensure that they make good progress in French. Most assessment is formative and is used to support teaching and learning and inform future planning. As the Language Teacher works with the pupils from year 3 to year 6, she can assess the progress made by each pupil over four years. Progress and levels are recorded on St Mary's tracking system on a termly basis.

Pupils' written work is marked in line with St Mary's marking policy.

Year 6 end of year pupil reports contain a personalised section on achievement in French.

### Monitoring

Teaching and learning are monitored twice a year as all other teachers.

There is an annual review of this policy by the MFL coordinator.