**St. Mary of the Angels Catholic Primary School**

**Modern Foreign Languages Policy 2024**

***Recognising and celebrating the presence of Christ in one another***

* St Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.
* The school is committed to the widest and fullest education with ambition for all pupils in a partnership between home, school, parish and community.
* The school aims to create a happy, ordered environment where all members feel secure and valued.

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We believe that learning a language is a key life skill, and that the younger children can be introduced to language learning, the more receptive they will be throughout their education. Learning languages involves important decoding and problem-solving skills, reinforces literacy in English and enhances children’s confidence in speaking aloud. We believe it also helps to promote an understanding of, and respect for, cultures different to their own.

**Aims**

At St. Mary of the Angels, we aim to:

* Expose children to a range of languages, reinforcing the similarities and understanding the differences between them.
* Teach one language (French) throughout KS2, in order to make progress and develop more in-depth language skills, continually improving the accuracy of their pronunciation and intonation.
* Challenge the children at a level suited to their individual abilities and encourage them to challenge themselves.
* Reinforce key speaking, listening and literacy skills, including writing at varying length using the variety of grammatical structures they have learned as well as appreciating a range of writing.
* Give children an enjoyment of languages, and an interest in cultures and countries outside their own.
* The vision for MFL is that all children will be exposed to a variety of languages over their time in KS2, as well as developing a greater understanding of a single language (French). They will improve their skills in reading, writing, speaking and understanding languages through an increasingly ambitious curriculum progression.
* The rationale for this is that pupils will become confident and enthusiastic about language learning, and that MFL work will support their wellbeing as well as raising their awareness about other cultures. They will understand that the strategies they use to learn one language are applicable to others, which will assist them with transition into secondary school learning or with first-hand experience in other countries or cultures.
* The intent is to teach French language, literature and culture throughout Autumn and Spring terms, using a wide range of learning techniques to ensure maximum engagement at all ability levels. Assessment of progress will show increasing skill and ambition (speaking and listening in Year 3, reading comprehension in Year 4, written dictation/single sentences in Year 5 and a piece of descriptive writing in Year 6.) The children will, alongside language skills – vocabulary, grammar and phonics – practise text-level abilities (poetry, traditional stories, play scripts, books for younger children) as well as learning about the culture of France and French-speaking countries.
* In addition to French, in the summer term the children will learn about the language and culture of other countries. By the time they reach the end of KS2, they will have been exposed to at least five languages. Many of the activities are repeated in the different languages, to ensure the children understand they can use these strategies each time, and to improve their ease and confidence in language learning, equipping them with the potential to study and work in other countries.

**Objectives**

Pupils should be 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. (*NC 2014)*

**Planning**

The Scheme of Work for MFL follows the requirements as defined in the National Curriculum. Planning is carried out by the MFL Co-ordinator. Planning consists of:

* A long-term overview of the curriculum throughout KS2.
* Half-term units serving as medium and short-term planning (45-60 min lesson per class, per week).

Planning includes:

* A range of teaching methods to promote engagement.
* Visual and practical activities alongside reading and writing.
* Opportunities for assessment.
* Differentiation and adaptations where appropriate.
* Phonics throughout Years 3 and 4, phonics and spelling in Years 5 and 6.

**Foundation Stage**

History in the Foundation Stage is taught through the Knowledge and Understanding of the World Early Learning Goals. Children learn about past and present events in their own life and those of their family and other people they know.

**Health and Safety**

Safety is considered for practical activities such as cookery, and appropriate adult support is ensured. Risk assessment are in place where appropriate. Reference should be made to the Health and Safety Policy.

**Organisation**

MFL is delivered by the MFL Co-ordinator, a language specialist. On occasions where this is not the case, units are planned by the MfL Co-ordinator, who will then liaise with and support the teacher delivering the lessons.

Lessons have clear learning objectives that are shared with pupils.

Lessons have a short opening session – often a song, practical activity or game, used to reinforce previous learning or to address a phonic focus.

Lessons incorporate multiple teaching strategies, often simultaneously, to assist learning at all levels.

**SEND**

Provision is made for SEN children wherever appropriate, through differentiated activities, varied approaches to learning and level of support.

We believe that learning a new language provides an opportunity for children who have difficulty with Literacy skills to get a ‘second bite at the cherry’, through revisiting basic language concepts and plugging any gaps in skills that may be inhibiting their progress in English.

**Gifted and Talented**

Challenges are built into each lesson through differentiated tasks, extension activities or responsibilities.

Children are encouraged to extend their own learning, and given support on how to do this. This is reinforced through ‘Gap Tasks’.

Activities such as word searches, dictionary activities and dual-language books are made available to the children, as well as ICT when appropriate.

**Assessment and Monitoring**

Children are assessed throughout a unit, through observation, questioning and marking.

### At the start of each unit, children are given a ‘Look What I Can Do’ sheet, showing the weekly learning objectives. They self-assess on this sheet after every lesson. Constructive peer assessment is also built into some units.

### A record is kept of attainment on a lesson-by-lesson basis. This is used to identify issues which need addressing, and to inform planning for future lessons.

Summative assessment is carried out through written tests, verbal questioning, or by observing/marking presentations or performances by the children.

**Resources/ other input**

* Children have access to dictionaries and dual-language books in the progress language (French). The dictionaries are readily available in all classrooms.
* Children in Y5 attend an MFL day at St Francis of Assisi School. This includes lessons in a selection of languages, carried out in the MFL Department, as well as an opportunity to showcase their own learning and a chance to see contributions from other primary schools.
* ICT software and online programs, such as Espresso and BBC content, are used to enhance the curriculum, and the internet is used as a research tool. Children are also encouraged to research through relevant books.
* An annual showcase to which families are invited, showcases and shares some of the MFL learning taking place, and highlights the development of skills and knowledge through KS2.
* Children are taught some prayers and hymns in different languages. Comments on MFL marked work are often written in the relevant language, and the register is sometimes taken in different languages. We believe that these ‘small’ levels of input help to encourage familiarity and confidence with other languages.
* Children receive further relevant input (language or cultural learning) delivered by class teachers, through appropriate topics in Wider Learning projects, well-being activity time and multi-cultural units.

**Equal Opportunities**

All pupils are entitled to a MFL curriculum which caters for their individual needs. Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability or special educational needs.

Our EAL children are identified and closely monitored. They are encouraged to share their language and, where appropriate, information about their cultures.