



Modern Foreign Language Policy

Implementation date – Autumn 2024
Review date – Autumn 2025

Modern Foreign Languages Policy

Curriculum Rationale

We have the following goals in all curriculum areas:

Success – We celebrate individuality, and the success that each child has, and we recognise that this will take a variety of forms.

Motivation – We aim for all of our children to be motivated young people who have a desire to do their best and try their hardest.

Confidence – We provide a nurturing environment where all our pupils develop confidence in themselves to be successful members of their community.

Aspiration - We are aspirational for our children, providing a curriculum that ensures each learner has the opportunity to reach their true potential.

These aims are achieved by adhering to the following learning motto:

IGNITE – EXCITE – ENGAGE

We aim to:

Ignite a passion for learning and the curiosity to explore the world.

Excite pupils with a curriculum that is fun, and which contains a wealth of rich experiences

Engage all learners and members of the community.

Purpose of Study:

At St Michael's Community Academy, we believe learning a language enriches the curriculum, providing excitement, engagement and it provides opportunities to ignite a passion for different cultures for children and teachers.

The school implemented the teaching of French for all KS2 children (Y3 to Y6) from September 2013, and we encourage and support a whole school approach.

Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Intent:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can 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

Accordingly, we aim to achieve:

- A broad and balanced MFL curriculum that is inspiring and engaging.
- A clearly sequenced learning path that allows pupils to make progress across a range of linguistic skills: Listening and responding, speaking, reading and responding and writing.
- Opportunities for pupils to learn about French speaking countries and their cultures around the world.
- Opportunities for pupils to develop their self-confidence when learning another language.
- Opportunities to immerse children in the language in other curricular areas.

Implementation:

Our chosen language for KS2 is French, based on language taught at KS3.

The aim is to teach 60 minutes of French fortnightly. The curriculum is based on the Primary language teaching resource: *Language Angels*.

This programme is taught progressively through Years 3–6, with activities building on previous learning and ensuring progression. The program has 3 stages which incorporates units of work, each with 6 sessions. Teachers can start on a unit within their stage that they see fit as some may link to current topics.

Children start with early language teaching, which incorporates simple vocabulary and phrases. This builds on their memory skills which they will use as they progress through the program. It focuses on a high accuracy of pronunciation building up a 'bank' of core vocabulary that they can relate to and use in their foreign language.

As the child progresses to the intermediate language stage, pupils build up a larger bank of spoken vocabulary and their memory skills are more developed. Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic.

As child becomes more confident, they reach the progressive language teaching stage, this includes building on fluency and increasing the amount of language that they attempt to use. Pupils speak with improved fluency and ease with correct pronunciation.

Children approach a broad range of learning activities in a new and challenging context; these relate to English, mathematics and to other subject areas, such as geography, music and citizenship. This cross-curricular learning can lead to significant gains in general understanding as children apply their existing knowledge through the conscious development of language skills. All learning activities are based on the National Curriculum strands: Listening and responding, Speaking, Reading and Responding and Writing.

Impact:

The impact of the MFL curriculum at St. Michael's Community Academy is that we ensure that our children progress to secondary school with the confidence to speak, listen, read, write and respond in a foreign language. They have a good understanding of French speaking countries and the French culture. They know how to pronounce vocabulary correctly and have confidence in the phonetic understanding of the language. Over time, they have built a rich vocabulary of words and phrases. Our children will be able to confidently express their opinions about a range of topics in a foreign language.

Assessment, recording and reporting:

As pupils complete a unit of work in a relevant stage, they complete an assessment grid which relates to: Speaking, reading, writing and listening. The teacher uses this information to track the child's progression on the Language Angels assessment tool. The teachers use this information to address misconceptions and to inform their focus for subsequent lessons.

Pupil voice and samples of work are also collected on a half-termly basis by the subject leader to ensure standards across Key Stage 2 are being met.

Resources:

The school uses the interactive resources through Language Angels Scheme. Each lesson uses an interactive PowerPoint and tasks that are linked to each strand, are completed on Showbie.

Special needs/inclusion:

MFL ensures that all children can achieve to their own ability. Work within lessons is differentiated to ensure all children can progress through the units of work. If a child has a SEND regarding their speech and language, the use of voice notes on Showbie enables them to be able to participate in all lessons.

The academy provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, suitable learning challenges are set which respond to children's diverse learning needs. Inclusive strategies are used to secure access to Quality First Teaching for all pupils.

Home and school in partnerships:

At St Michael's we have a large number of children with EAL (English as an additional language.) Due to this, we understand that language is important and many children already have a developed skill regarding the acquisition of learning a new language. We want children to learn about other languages and cultures and embrace diversity. We recognise that learning begins at home and therefore we value the contributions of parents in teaching and learning. Parents are informed on a termly basis of the topics being covered.

Equal Opportunities:

At St Michael's Community Academy, we believe that all children are entitled to high quality teaching and learning. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. Children are taught in a mixed ability grouping and often find that learning and expressing themselves through another language/culture allows freedom of expression.