"Every child is a unique child of God."

Whinmoor St Paul's (VA) C of E Primary School

Modern Foreign Languages (MFL) Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: September 2019

Review Date: September 2020

Signed: Chair of Governors: Mrs R Davies

Date: 25 September 2019

Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigourous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

MFL Purpose of study

At Whinmoor St Paul's we believe that :

"learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

National Curriculum, 2013

Aims

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

Subject content

At Whinmoor St Paul's we teach French to our Key Stage 2 children. By focusing on one language this aims to enabe pupils to make substantial progress in one language. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils will 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.

Teaching and Learning

At Whinmoor St Paul's we aim to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages wherever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

The children begin their language learning journey in Year 3. This consists of:

Languages lessons:

Children have a dedicated lesson in class but this may not be every week. For example - alternating each week with music or alternatively in a half term block with music.

Teachers follow 'La Jolie Ronde' scheme of work and use 'Chante en Francais' songs – these are referred to in the scheme. By following this scheme, we can ensure that progression and coverage of themes are clearly evident and maintained. As the very nature of the MFL scheme work is practical and verbal, any work recorded is only a small representation of all the work covered.

Languages included within other lessons and throughout the day:

Where appropriate, children can use French vocabulary within other subject areas. Examples are:

- children answering the register in another language
- in maths counting in another language
- singing the French songs whilst getting ready for PE
- basic signs around school, such as 'library, door, classroom etc'
- classroom instructions given in French.

MFL Planning and Resources

The Jolie Ronde French scheme includes lesson plans, smart notebook files and songs. Teachers follow this scheme to ensure coverage is appropriate throughout the school. Teachers may frequently recap prior learning to ensure vocabulary is embedded.

Each year group has a specific file and CD containing the appropriate resources. These are kept in the the classrooms.

Assessment and Monitoring

Children will be assessed with attainment recorded twice a year using Target Tracker. This is in line with school policy.

Inclusion and Differentiation

In line with the school's Inclusion Policy we continuously strive to ensure that everyone in our school is treated with respect and dignity. Everyone will be given fair and equal opportunities to develop their full potential with positive regard to ethnicity, gender, cultural background, social background or disability. Language learning activities within the scheme are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Lots of the activities are pair and group work – these may be made up in different ways, depending on the task to encourage all to be involved.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to **all** pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, , and promote good understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.