



# Feniton Church of England Primary School

## Modern Foreign Language Policy

Reviewed: April 2020  
Next Review Date: April 2022

‘Believing and Achieving together to be THE BEST WE CAN BE’

This policy has been developed with and will be implemented in accordance with our vision statement and the HEART Christian values of our school.

### Contents

1. Purpose
2. Introduction
3. Our Intent for teaching French as a modern foreign language at Feniton Primary School
4. Languages Programme of Study: Key Stage 2 National Curriculum in England
5. Implementation
8. Inclusion and Equal Opportunities
9. Leadership and management
10. Impact & Monitoring Arrangements

### 1. Purpose

#### **There are four main aims to this policy:**

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school’s approaches to this subject in order to promote public, and particularly parents’ and carers’, understanding of the curriculum

### 2. Introduction

All pupils at Feniton Primary School have the right to learn an additional language, the study of which liberates children from insularity and provides an opening to other cultures. Language lessons give children opportunities to express their ideas and thoughts in another language and to understand and respond to its speakers, both verbally and in writing. They also provide opportunities to read age-appropriate literature and learn songs in the target language. Ultimately, language lessons at Feniton aim to provide a firm foundation for further language-learning, equipping children with the skills that they need in order to become life-long language learners, both for the pleasure that can be derived from doing so, and for the practical purpose of equipping pupils to study and work in other countries. We recognise its importance as a life-long skill. Every pupil in Key Stage 2 has an entitlement to language learning.

### **3. Our Intent for teaching French as a modern foreign language at Feniton Primary School**

- To develop language strategies, knowledge and skills which prepare them for future language learning
- To develop an enthusiastic and positive attitude to other languages and language learning.
- To raise pupils' awareness of their own language and enable them to make comparisons with the foreign language, thereby enriching their understanding of both.
- To increase cultural understanding by learning about different countries and their people and customs.
- To develop tolerance and understanding of speakers of other languages and cultures
- To make substantial progress in the learning of French
- To develop their listening skills to enable pupils to understand and respond to spoken language.
- Help children to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation.
- To increase children's confidence in writing at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- To enable all children to discover and develop an appreciation of a range of writing in the language studied.
- To form a sound basis for further language learning at Key Stage 3 and beyond

### **4. Languages Programme of Study: Key Stage 2 National Curriculum in England**

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.

## **Implementation**

### **Delivery**

In Key Stage 2, most pupils have an opportunity to learn French in a weekly lesson. Lessons and long term plans are structured based on National Curriculum expectations, and draw on resources from the Catherine Cheater Scheme of Work, as well as a range of other sources. As far as possible, we have used the principle of 'texts that teach' to deliver 'real French' learning by using authentic French books to teach sentence structure, vocabulary and grammar. Consideration is given to developing speaking, listening, reading and writing across each unit.

### **Learning in Primary Languages**

Pupils experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills in Modern Foreign Languages. They are expected to respect the environment in which they work. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. Pupils are given sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

### **Scheme of Work KS2**

The current Scheme of Work ensures coverage of reading, writing, speaking and listening and building in opportunities for children to revisit knowledge at varying degrees of complexity at a variety of points throughout the four years of study. Lessons are intended to be active and highly focused, with children working as a whole class, in small groups, or in mixed-ability pairs to complete tasks at their individual level.

Indoor activities consist of games, stories, songs, rhymes, phonics, grammar and sentence-building activities, role-play and dictionary work. When the weather is fine, we use the field for outdoor learning activities such as treasure hunts, French PE, group games, parachute games and French boules.

### **Extra-curricular**

We offer a Spanish Club for children at lunchtimes and after-school for children who choose to attend.

### **European Day of Languages**

In the Autumn Term, the whole school celebrate European Day of Languages. Each class choose a country to focus on and during the day they immerse themselves in the culture, exploring the language, foods and traditions.

## **6. Inclusion and Equal Opportunities**

All children are provided with equal access to the MFL curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SEND Co-ordinator. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

Teachers should refer to the school's policies for Special Educational Needs, Inclusion and Equal Opportunities

## **7. Leadership and Management**

### **Staff development and training opportunities**

To develop staff confidence and competence in teaching French the subject leader will attend Babcock LDP area conferences and other appropriate training courses. Whole-school training needs are identified as a result of the monitoring and evaluation programme and other training needs are identified through induction programmes and performance management.

The subject leader will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning, school-based training and turned into practice;

### **Leadership and management roles**

The French Subject Leader reports to the Head of School and Curriculum Lead Governor.

The subject leader has the responsibility to take a lead in developing the teaching of French across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and that which is identified through performance management and induction programmes.

## **8. Impact and Monitoring Arrangements**

Monitoring takes place so that the school's progress towards its targets for improvement, as listed in the FDP can be evaluated.

Teachers report an end of year judgement which indicates whether a child is working at expectation. This judgement is informed by half termly evaluations of medium-term planning.

This policy is reviewed every two years.

