


# Our Lady's RC Primary School




## Primary Modern Foreign Languages Policy

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**Signed:**  (Headteacher) **Date:** 26/1/2022

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## *"Learning and loving together; we grow with Jesus"*

### **Our Core Values**

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

**"Learning and loving together; we grow with Jesus"**

The Core Values that provide the foundation for that Mission are:

**Faithful  
Nurturing  
Respectful**

**Positive  
Forgiving  
Honest**

**Safe  
Fair**

### **NURTURE**

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts** and **Christ – the Cross**



## Our Lady's R.C. Primary School

### PMFL Policy statement



#### Introduction

The intention of the French curriculum at Our Lady's is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. In our school, we teach a foreign language to all children in year 3 -6 as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.

#### Vision statement

At Our Lady's RC Primary School we aim to teach Modern Foreign Languages to all our Key Stage 2 children in a fun and interactive way as part of an outstanding learning experience. Our aspiration is to ensure that all children make good progress through engagement and inspiration. We encourage them to develop their confidence, skills and vocabulary applying them in a variety of ways to communicate in a different language. We want to encourage our children to become aware of other cultures and languages around them so that they leave Our Lady's as responsible, happy citizens with understanding of the French and their culture. Children will have opportunities to share their learning in a variety of ways, such as assemblies and celebration days.

#### Aims and objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries, through our protected characteristics, British values and curriculum enrichment opportunities
- to develop their speaking and listening skills;
- to lay the foundations for future study.

#### Organisation

Each term we teach a foreign language to the children in key stage 2 for 30 minutes a week. Mrs Whitton, our HLTA teaches Key Stage 2 pupils.

## **SMSC development through MFL**

Social skills are developed through group activities and communication exercises. Children gain insights into the way of life, cultural traditions, moral and social developments of other people. Listening skills are improved through oral/aural work.

## **The curriculum**

French is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the guidance given in the National Curriculum. We teach the children to know and understand how 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 style**

We base the teaching on the guidance material from the National Curriculum. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use soft toys to demonstrate the foreign language, and when possible also invite a local Secondary MFL teacher to the classroom, in order to expose the children to more than one voice in the foreign language. Most recently, this happened as part of our Bastille and International Day where St Joseph's provided teaching and learning opportunities across the school. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. The use of Interactive Whiteboards also helps to scaffold their learning via a variety of games and tasks. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a

positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

## **Inclusion**

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Groupings for MFL should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by teaching specifically.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

## **Time Allocation**

The hour a week entitlement will be phased into each year group over the next 4 years as training for staff is accessed. The hour will be comprised of a dedicated 'lead lesson' with planned reinforcement activities carried out. These may be part of other lessons.

## **Progression**

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

single nouns and adjectives	stylo/rouge	pen/red
nouns with appropriate adjective	un stylo rouge	a red pen
verbs in the first person	j'ai un stylo	I have a pen
verbs in the third person	il/elle a un stylo	he/she has a pen
verbs with nouns and adjectives.	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 begin to show confidence in the written word, text is then introduced in the form of classroom labels and big books, which are used for shared reading. No writing is required until the pupils are ready, when copy writing is introduced before pupils move on to creating their own sentences.

## **Assessment**

Most assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning

objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next class teacher.

When written MFL work is produced, it is marked in line with the school policy on marking.

Assessment is in four key areas:

- listening and responding;
- speaking;
- reading and responding;

## **Monitoring and review**

We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The headteacher also reports to the governing body on the progress of children in French in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

The co-ordinator liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

## **How You Can Help at Home**

Here are some suggestions for ways you can help your child:

### **1. Take your child to a museum**

France has produced some of the most talented artists, such as Monet and Renoir. Check your local museum's schedule to see when it is featuring a French-inspired exhibition and bring your child along. The admission for children is typically free.

### **2. Celebrate French holidays**

Celebrating important French holidays, such as **Bastille Day**, will teach your child about French history. Celebrate by making some fun crafts or taking part in holiday traditions. Similar to the Fourth of July, the French display fireworks.

### **3. Cook a French meal**

Familiarize your child with **French cuisine** by having him or her help you whip up a traditional French meal. Your child can channel their inner Julia Child with traditional French dishes, such as quiche and crème brûlée.

### **4. Watch a French movie**

Fire up Netflix and host a **French movie** night with your family. Here are some kid-friendly French movies you and your child can enjoy: "A Monster in Paris," "The Red Ballon," and "Tintin and the Lake of Sharks."

### **5. Listen to French music**

Do you have a Pandora or Spotify account? Download some French songs to listen to while at home or on the road. Listening to French music will help familiarize your child with French accents and pronunciations.

### **6. Puzzles**

You can download and print dozens of free French crosswords and word searches for your child. He or she will have fun playing, while simultaneously learning French vocabulary and simple sentences. Keep a stack in the car for long road trips.

### **7. Memory game**

Create some French flashcards and place them face down on a table. Your child will flip over two cards. If the pictures match, your child will flip over two more cards. The point of the game is to match all of the cards from memory.

### **8. Colouring books**

Purchase a French colouring book for. These colouring books will spark your child's creativity, while helping him or her learn various vocabulary words and themes.

### **9. Read French books**

There are lots of beginner French books. Le Petit Prince is one of the most well-known French children's books. You can find the book in almost any book shop or online.

### **10. Hangman**

This French activity is played exactly like the original Hangman version, except you are using French vocabulary words and phrases instead of English.