



Modern Foreign Languages (MFL) Policy

At Queensway Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

In the Early Years, children are encouraged to share their home languages with the class. Simple greetings and songs, in languages that are relevant to the cohort, are taught through play and informal routines. In Years 1 and 2, French is taught within the daily routines, such as when doing the register, or through songs and games as 'Brain Break' activities. Children in Key Stage 2 at Queensway will all learn French on a weekly basis with their class teacher. Key Stage 2 follow the Kapow Primary Scheme of Work. They also follow the Queensway 'on the boil' documents, to ensure vocabulary is practised throughout the week, not just in the lesson.

Aims

- To develop pupils' communication and literacy skills.
- To develop linguistic competence, extend pupils' knowledge of how language works and explore differences and similarities between French and English.
- To enhance pupils' awareness of the multilingual and multicultural world they live in and to introduce international dimension to their learning, giving them an insight into their own culture and those of others.
- To provide a medium for cross-curricular links, where appropriate, and for reinforcement of knowledge, skills and understanding developed in other subjects.
- To gain enjoyment, pride and a sense of achievement.

Objectives

Speaking and listening

The children will learn to:

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- Understand and respond with increasing competence, accuracy and confidence in a range of situations.
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.

Reading and writing

The children will learn to:

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities.
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.
- Read, copy, and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date etc.
- Read and use language detective skills to assess meaning including sentence structure.
- Use a bilingual dictionary to select alternative vocabulary for sentence building.
- Write sentences and short texts independently and from memory.

Grammar

The children will learn to:

- Understand and use the masculine and feminine form of nouns.
- Understand how word order differs between French and English.
- Identify word classes within a sentence.
- Understand and apply changes to verbs for different tenses.

Intercultural understanding

The children will learn to:

- Describe the life of children in the countries where the language is spoken
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Recognise how symbols, products, and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

Teaching and Learning styles

At Queensway Primary School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever 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-taking⁷ and creativity are encouraged, and there is an emphasis on having fun with the language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning takes place.

1. Language lessons

Children are taught specific skills, concepts and vocabulary in weekly dedicated lessons. In Key Stage 2 lessons are planned and taught follow the Kapow Primary Scheme of Work. The content of these lessons is reinforced by the class teacher during the week, following our 'on the boil' curriculum. Parents are given a Knowledge Organiser at the start of every term with the key vocabulary and grammar that the children will be learning in French.

2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practice their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in PE; or children may count in another language whilst carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3. 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look') to ask questions ('what's today's date?') and to take the register, give children permission to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, where the teachers act as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free, real life contexts.

Differentiation and inclusion

Language learning activities 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. Appropriate learning opportunities are offered and support given, taking into account the targets identified on Pupil Profiles.

Assessment

Children will be assessed informally during the lessons, evaluating progress against the five key areas of the curriculum:

1. Listening.
2. Speaking and Pronunciation
3. Reading and Writing.
4. Grammar
5. Intercultural Understanding.

Most assessment is formative and is used to support teaching and learning and inform future planning.

In Key Stage 2, the children's skills and knowledge are assessed at the end of every term using the Kapow Assessment Grids and teachers note who is working above, at and below expected. Examples of children's work from each year group is collated by the languages subject leader. These demonstrate what the expected level of achievement is in French for each year group and supports teachers making their judgements. Informal comments on the children's progress will be made in end of year reports to parents.

Roles and responsibilities

The languages subject leader will:

- Manage the implementation of the school policy and updating it.
- Monitor the implementation of the Kapow Scheme of Work in Key Stage 2. They will look at how Kapow is supporting teachers with their subject knowledge and teaching practice, as well as the impact on the children's learning and enjoyment of French.
- Order, update and allocate resources.
- Identify needs and arrange in school training so that all staff are confident in using languages within the classroom.

- Keep up to date with new curriculum developments and communicate it to staff.
- Take an overview of the planning to ensure that there is continuity between year groups and that progression is taking place.

Class teachers will:

- Use the CPD videos on Kapow to support their subject knowledge of French.
- Follow the lesson plans and use the Kapow resources in their teaching.
- Allow for incidental use of French within their learning environments.
- Encourage the use of languages in other areas of the curriculum.
- Provide feedback to the languages leader indicating resources, training needs and use of Kapow.
- Reinforce the weekly languages teaching within the classroom using the 'on the boil' curriculum and 'on the boil' activities ideas document.

Monitoring and review

Monitoring will be carried out by the languages leader in the following ways:

- Informal discussion with staff and pupils.
- Learning walks.
- Monitoring of French books in Key Stage 2.

Feedback will be provided to staff following monitoring, it is used to inform CPD needs and develop a whole school approach to languages.

Evaluation/review

This policy is a practical, working document for the teaching of French at Queensway Primary School. It is therefore subject to a 3 yearly review by the Senior Leadership Team, delegated by the Quality of Education Committee, in light of monitoring and changes to national guidance.

Ratified at Governors on : _____

Signed chair of Pupil Outcomes: _____

Signed Headteacher: _____