

St Gregory's RC VA JMI

MFL Policy updated October 2019

Rationale

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. In addition, understanding a modern foreign language increases a child's understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

Aims

Through our teaching of Languages (French) we aim for children to be able to:

- *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.

Curriculum organisation

In line with Framework guidelines, all pupils learn languages for approximately 60 minutes per week. The North Tyneside Progressive Units of MFL will be taught and assessed. This time allocation is made up of a combination of dedicated language lessons with a specialist teacher, lasting 30 to 40 minutes, teaching language through other subject areas and using language for real purposes in daily classroom routines.

Children in EYFS and Key Stage 1 will also sing French songs and Rhymes learn French from units 1 and 2 North Tyneside Scheme and from the Stories in KS1. Coverage will be recorded in the Statement of Intent.

National Curriculum and Implementation

For every pupil in key stage 2, learning a language is a statutory foundation subject. The new programme of study for KS2 set out the new national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. At St Gregory's, we teach French in Years 3 to 6 as part of the national entitlement to the study of a second language.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.

12. 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. Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board

Curriculum management - Roles and responsibilities

The Subject Leader will facilitate the use of Languages in the following ways:

By updating the policy and scheme of work

By ordering/updating resources

By keeping staff aware of new developments

By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Language capability and that progression is taking place

By supporting staff in developing pupils' capability

By attending appropriate courses to update knowledge of current developments, and by keeping links with local secondary schools

By management of native speakers, if available.

By monitoring teaching and learning within the curriculum

Approaches to language teaching - Use of ICT, Exposure to native speakers

St Gregory's believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. The school uses the local community and other links to expose pupils to native speakers, as well as ICT. We will endeavour to

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

Embedding languages in the curriculum and exploiting opportunities

St Gregory's believes pupils will learn languages more effectively by having frequent exposure to them. The class teacher should look to highlight opportunities in medium term planning to embed Languages and provide the necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this. The school full International School status and has enrolled on the British Council's Global Gateway website to say we are prepared to work with other schools. Through this site we are creating valuable links and working with schools from across Europe.

Recording, assessment and reporting

As each class teacher alongside the specialist teacher works through the scheme of work they will record progress against the short-focused topics where appropriate and assess the children's progress in the language. This assessment will be used to support teaching and learning. An assessment of the child's language level will be recorded in their end of year report (Below expected, Expected and Exceeding).

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop Languages capability. St Gregory's Primary will promote equal opportunities and fair distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Resources and accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books, regalia, interactive whiteboard games and online resources such as Linguascope. Resources are allocated to particular year groups to ensure progression and these are kept outside the y2 classroom. The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Monitoring and Review

The MFL Co-ordinator, reporting to the Head teacher, is responsible for monitoring teaching practice to see that the school languages policy is being implemented. This includes overseeing the development and review of schemes of learning for MFL, monitoring language planning and teaching, and sampling pupil work and teacher marking. In addition, the MFL Co-ordinator will identify and organise a response to staff development needs. There is a biannual review of this policy by the Head teacher and the PL Co-ordinator.

Monitoring is carried out by the Language Coordinator, with support from the Headteacher, in the following ways:

Informal discussion with staff and pupils

Observation of language displays

Collection of language books

Classroom observation

Signed: _____

Date: _____