

Modern Foreign Languages Policy

Intent:

All pupils in Key Stage One and Key Stage Two at St Nicholas 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 St Nicholas 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 teach a curriculum that enables our pupils to become effective users of language and show an understanding and respect of different cultures in our local, national and global communities. Through the teaching of high-quality French lessons at St Nicholas, we aim to:

- Ensure that each child in Key Stage Two has the opportunity to study French as a foreign language over four years, fostering their interest in the culture of France and the Francophone world.
- Teach vocabulary and linguistic structures informed by the National Curriculum and the skills expressed therein: Listening, Speaking, Reading and Writing (as well as Cultural Understanding).
- Enable children to ask and answer a range of questions about themselves, which would allow them to confidently address a French speaker and exchange simple, personal information.
- Create opportunities for children to manipulate language for their own purposes, drawing on their knowledge of increasingly complex sentence structures.
- Teach children the basics of phonics in French to allow them to spell in a phonetically plausible way and read and speak with increased confidence and improved pronunciation.
- Enable children to draw comparisons between French and English vocabulary, using their knowledge of cognates and near-cognates to decode unfamiliar texts of increasing complexity.
- Encourage children to draw comparisons between French and English grammar, syntax and sentence structure, both as a tool for developing their understanding of the French language and their understanding of English.
- Give children opportunities to make, and learn from, mistakes in the target language, thereby building resilience.
- Develop children's understanding of French as a global language, and the reasons why it is spoken in countries other than France.

- Enable children to understand their place in the wider world and the concept of interdependence.

Implementation:

French is taught in a whole-class setting by the class teacher.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week and teachers are encouraged to build extra exposure to French through, for example, register activities and classroom signage. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

In addition, the school holds a collection of French texts which class teachers are encouraged to read with the pupils.

The Subject Leader will encourage, where appropriate, whole-school celebrations of foreign languages. They will also encourage the use of additional materials in French combined with cross-curricular topics to knit together various areas of the curriculum and to add enrichment.

Impact:

Worksheets completed by the children will be kept in their books, which can be passed through the years and become a portfolio of their learning.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher together monitor the learning and progression made by pupils across the key stage.

Formative and summative assessment are used during French lessons to ensure progress over time. Data gathered is recorded with the help of tracking documentation to demonstrate both attainment and progress over time as well as to identify gaps in knowledge in order to inform the planning of future lessons and units.