



'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

MODERN FOREIGN LANGUAGES POLICY JULY 2023

Reviewed by: K Byrne

Date of next review: July 2025

Introduction

As part of the primary National Curriculum learning a foreign language (FL) has become a requirement for children within KS2. St Peter's has chosen to focus on a 'main language' of French, whilst also offering a range of culturally enriching experiences throughout the year, that will develop children's enjoyment and knowledge of a variety of languages, such as celebrating Chinese New Year or holding a Spanish Fiesta.

Aims

We aim to develop children's experience of language acquisition and encourage curiosity about languages. To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing; extend their knowledge of how language works, grammatical constructs, syntax and explore similarities differences between the French and English languages; develop an understanding of French phonics and accurate pronunciation, leading towards increased fluency when speaking French; and strengthen their sense of identity through learning about culture in Francophone and other countries; comparing them with their own culture.

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum and local FL experts, considering the individual and differentiated needs of children. It acknowledges and celebrates the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance of inclusion.

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 writing in the language studied.

Organisation

Key Stage 1

At KS1, when the teaching of foreign languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners

from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world.

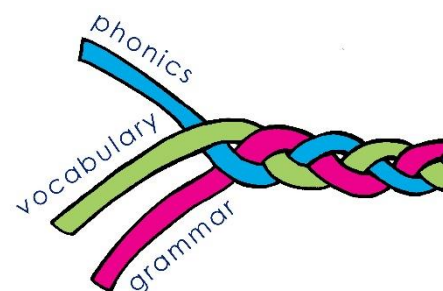
Key stage 2

French is taught in a whole class setting in KS2, by the class teacher/HLTA. Each year group covers two modules.

Teachers plan together using **Rachel Hawke** scheme of work. The scheme and supporting materials have a strong focus on **Essential Knowledge**

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



The lessons are designed to motivate children from the first moment, are mainly practical and always build on previous learning to ensure that children feel success and see their own progress. They have clear, achievable learning objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

French is revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible.

Lessons focuses on speaking and listening. However, children also record their learning in French books.

Resources.

Rachel Hawke resources, including guide lesson PowerPoints and plans, are available on the School's server.

Tous les Jours (a musical resource) is available on SparkYard.

A stock of children's French stories is available in central resource room.

LKS2 and UKS2 dictionaries available in central resource room

Assessment

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented. Assessment will be completed at the end of each module.

Monitoring and evaluation

The FL Subject Leader monitors planning and delivery and provides support for using the Rachel Hawke resources. Discussions are held with children from every class on a termly basis to gain feedback on their learning and to evaluate effectiveness and enjoyment. It also provides children with a chance to impact the teaching and learning of the subject. Findings are shared with the SLT and the FL SEF is updated as appropriate.