

St Alban's C of E Academ



MFL Polic
2023-2024

Intent

At St Alban's C of E Academy, our Modern Foreign Language Curriculum is designed to provide a valuable educational, social and cultural experience for the pupils. Our Modern Foreign Language Curriculum aims to ensure children at St Albans C of E Academy grow, learn and explore together with God. It provides excitement, enjoyment and challenge for both children and teachers; helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Our curriculum is designed for the following learning criteria:

So that each pupil:

- Understands and responds to spoken and written language from a variety of authentic sources.
- Speaks with increasing confidence, fluency and spontaneity.
- Finds ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Is able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Develops an appreciation and enjoyment of a range of writing in the target language.



Modern Foreign Language offers enhances our Christian Distinctiveness. Children can develop their cultural understanding of other countries. It encourages our core values based on the Gospel values. Modern Foreign language gives children the opportunity to love God and their neighbour. Children learn about how other people in other countries celebrate their faith, they learn about what cultures and custom other countries have. In year 3 and 4, children learn about families and how they describe people. They learn about significant artists and music. In year 5 and 6, children learn about hobbies, landmarks and how to describe people in their family in more detail. In all year groups, children 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. Topics allow children to appreciate differences between their neighbours, it promotes Christian and British Values throughout all topics taught.

Implementation

The teaching of the Modern Foreign Language should focus on enabling pupils to make substantial progress in French. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Greatest emphasis will be given to speaking

and listening, with writing and some reading where relevant; exposing children to the target language at maximum.

Our Modern Foreign Language curriculum is based on four main concepts:

- 📖 Listening
- 🗣️ Speaking
- 📖 Reading
- ✍️ Writing

Organisation and Planning

Modern Foreign Languages is planned to follow the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's units of learning for French ensures that there is differentiation, continuity and progression in both skills and content across all classes.

Staff are given a yearly overview which outlines all topics to be covered.

The long-term plan then outlines each area of the curriculum to be covered along with links to our building blocks and the four main concept as outlined above.

The weekly plans outline prior knowledge that is needed, expectations for the end of the unit, key vocabulary and weekly lesson ideas.

From this, staff adapt and prepare for differentiation for the needs of their class.

It has been implemented this way to support staff with the knowledge and delivery of a modern foreign language.

The children are taught how 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;
- write sentences and short texts independently and from memory.
- 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;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.
- 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.

Learning will:

- have clear, achievable end of lesson objectives
 - be carefully prepared for: differentiated, engaging and structured
 - be practical, active and varied
 - involve the use of ICT where appropriate
 - enthuse and excite children
 - use key parts of a lesson agreed within the teaching and learning policy and other areas of the curriculum
 - include whole class, small group and pair work to promote success and self-esteem
- Impact

In Key Stages 1 and 2, children will have followed the Primary Framework for and will have knowledge of English, including the four concepts of speaking, listening, reading and writing. The MFL scheme of work takes account of this and consolidates and builds on this work where appropriate. Children are encouraged to increase their knowledge of how the French language works and to explore differences and similarities between this new language and English or another language.

Pupils learn in many ways and to accommodate this, a variety of learning styles are used including song, game, pictures, video and audio material, ICT etc. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small groups and in whole class situations according to the activity. Work is mainly oral, but an increasingly number of reading and writing tasks are included as pupils enter Key Stage 2. On occasion, pupils are recorded on audio and video.

A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative as well as through allowing children to have experiences which expose them to the French culture not only just in KS2, but also KS1 to excite and inspire them.

Assessment

This is ongoing and continuous and informs future preparation and differentiation. It will follow the guidelines established in the school's assessment policy with use of the building blocks to make assessments termly.

Pupils' work is also assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each other's answers, particularly for a listening or reading activity, but the teacher will always mark the work. Very simple comments are made in the target language such as Bien, Bon effort etc, and verbal feedback is also given every lesson with examples of good practice shared to encourage and motivate.

Teachers assess children's progress informally during the lessons, evaluating progress against the four national concepts of:

- ☐ Listening and Responding;
- ☐ Speaking;

- ☐ Reading and Responding
- ☐ Writing.

Informal comments on their progress in French will be made in reports to parents.

Resources

All resources for MFL are kept in the main resource cupboard and on the schools shared area/Microsoft Teams to enable easy access for those who need them. Staff also have access to Salut on their laptops to support with pronunciation of words.

Reasonable Adjustments

At St Alban's C of E Academy, we are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

At our school we teach French to all children, whatever their ability. We recognise that all classes have children of widely differing abilities. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We prepare for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by:

- ☐ setting common learning opportunities which are open-ended and can have a variety of responses
- ☐ setting opportunities of increasing difficulty (not all pupils complete all tasks)
- ☐ grouping pupils according to ability in the room (where appropriate) and setting different tasks for each group as well as allowing children to work in mixed ability groups to support one another
- ☐ providing resources of different complexities. matched to the ability of the child
- ☐ providing resources to support and scaffold the children's learning
- ☐ using additional resources to support the work of individual children or groups of children
- ☐ using peer support by partnering pupils of disparate ability to complete tasks

Teaching MFL to children with Special Educational Needs

Modern Foreign Languages at St Alban's C of E Academy is fully inclusive. No child is excluded by reason of a Special Educational Need, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in language learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning is 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, using pictorial or

word clues to support and scaffold. Pairs and groups for collaborative work may be made up in different ways, depending on the task e.g. mixed abilities groups to encourage peer support.

Therefore, it forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered, and support given, considering the targets identified on IEPs.

Links with other Areas of the Curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be gained through aspects of:

- English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- Computing: use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word processing;
- PHSE: the multilingual society, knowledge of other countries and cultures, jobs and the future
- Mathematics: counting, calculations, the time and the date, money;
- Geography: work relating to the study of other countries, points of the compass, weather, home town/cities, the environment
- Science: work on parts of the body, animals, food, seasons
- Music: rhyming, rhythm, singing, composition, world music;
- RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- History: work relating to the study of other countries, family trees of famous people;
- Art: descriptions of paintings;
- PE: physical responses to the teacher's instructions issued in the language being learnt, sports

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in

Modern Foreign Languages is the responsibility of the MFL subject leader and Senior Leadership Team. The work of the subject leader also involves supporting colleagues in the teaching of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader has specially allocated regular management time to enable him/her to review samples of the children's work and undertake lesson observations of MFL teaching across the school.

Staff development

Teachers and other staff will be given opportunities and encouragement to develop their own language and language teaching skills, through in-school workshops, and training. There will also be opportunities to meet native speakers in school through the school's international links. The subject leader for MFL will identify school needs and will circulate professional development opportunities.

Links outside school

Modern Foreign Languages provides an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and we welcome visiting speakers who can talk about life in the countries where the target language is spoken. As a school, links will be made with secondary school language bases – whether this is through children visiting a secondary school to experience language lessons in a different environment or specialist language teachers attending St Alban's to deliver innovative language lessons. We make full use of ICT links via email, video-conferencing and approved sites on the internet, to find out about life in other countries and to gain competence in the target language.

Review

This policy will be reviewed annually by staff, SLT and Directors of the Trust/CEO.