

# Wigan St. Andrew's Modern Foreign Languages (MFL) Policy



## "Purpose of study

*Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."*

*-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013*

## Intent

At St. Andrew's we believe that the learning of a language provides a valuable, educational, social and cultural experience for our pupils. It helps them to develop communication skills and to extend their knowledge of how language works. The linguistics skills gained will assist and lay the foundations for further language learning. Learning another language gives children a new and broader prospective on the world, encouraging them to understand their own cultures and those of others.

Our intent is that children gain enjoyment, pride and a sense of achievement whilst learning to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of French through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the French
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic French grammar

## **Implementation**

At St. Andrew's we use the Primary Languages Network Premium Plus scheme of work. It is a live scheme which is continually updated and revised in order to meet with curriculum standards and to innovate. Alongside the planning provided, the network also enriches this through accompanying powerpoints, podcasts, videos and links to authentic literature, songs, games and cultural information.

Children in KS2 are taught French by the subject leader, an experienced language teacher, for 60 minutes a week. Class can teachers also revisit and practise the key language focuses with the children during the week.

## **Teaching and Learning Style**

We use a variety of techniques to encourage the children to have an active engagement in the French language: these include games, role-play, songs, gestures, air writing, choral and individual repetition. We frequently use mime to accompany new vocabulary as this serves to demonstrate French without the need for translation. All four language skills are taught although we do emphasise listening and speaking skills. We also use a multi- sensory and kinaesthetic approach to reinforce memory. We make the lessons as entertaining and as enjoyable as possible as this serves to develop a positive attitude in the children to learning French. We build the children's confidence through praise for any contribution they make in the foreign language, however tentative. When possible we invite native speakers into the classroom, in order to expose the children to another voice in the foreign language. We allow for differentiation in a variety of ways including: providing resources of different complexities, tasks matched to the ability of the child, open-ended tasks, peer support etc.

## **Curriculum Management**

The MFL Coordinator will monitor the curriculum and facilitate the use of MFL in the following ways:

- by updating the policy and scheme of work;
- by ordering/updating resources;
- by providing INSET so all staff know how to use the VLE effectively and what their class are learning.
- to keep staff abreast of new developments;
- by taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an MFL capability and that progression is taking place;
- by attending appropriate courses to update knowledge of current developments;

## **Staff Training and Development**

Staff are informed of current developments through INSET and upskilling sessions. The SL attends all relevant meetings and conferences and passes on information to the rest of the staff. The SL coordinator is a member of the Primary Languages Network email group,

WhatsApp group and can access the PLN Twitter account and the PLN VLE blog to obtain current and up to date information. The SL studies French on a weekly basis at the Alliance Francaise de Manchester so she can maintain and develop the level of her French and use as much target language as possible in class.

The SL liaises with the local secondary school, so that they are aware of the MFL experience of our children when they move to the next phases of their education.

## **Inclusion**

All pupils, regardless of race, gender or ability, shall have the opportunity to develop French language skills. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit.

## **Impact**

Our Foreign Language curriculum is high quality, well thought out and is planned to develop and demonstrate progression.

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work in French, where appropriate.
- Images, audio recordings and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Learning walks.
- Subject tracking.
- Work scrutinies to ensure the progress of knowledge and skills is being taught. These also ensure the knowledge taught is retained by the children and continually revisited and furthermore that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

Our Foreign Language curriculum allows:

- Cultural capital opportunities that are enriching the lives of the children and they are beginning to be able to discuss how the experience impacts their knowledge and understanding.
- Children of all abilities and backgrounds achieve well in French. Children talk enthusiastically about their learning in French and are eager to further their learning in the next stages of their education.
- There is evidence of good outcomes as shown in pupils' ability in French in the areas of oracy, literacy, intercultural understanding and their knowledge about the language. Their books and views reveal their enjoyment of the subject. These indicators reflect the impact of deep learning.

- through wider reading and experiences in French such as EDoL celebrations, French Day, and Bastille Day celebrations, children are beginning to gain an appreciation and understanding of France and francophone countries and some of their historical links to other parts of the world and historical events