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MISSION STATEMENT

*We Show Our Love For Jesus In All We Do And Say,  
We Celebrate Everyone's Gifts And Talents As We Enjoy Learning And Playing Together,  
We Try To Follow The Example Of St. Patrick Within Our School Community*

# MFL Policy

# French

June 2020

# **ST PATRICK'S CATHOLIC PRIMARY**

## **Modern Foreign Language Policy**

### **1 Objectives**

At St Patrick's we believe that learning a foreign language provides a valuable educational, social and cultural experience which will lay the foundation for future language learning.

Our vision is for our young learners to be well prepared for language learning throughout their life, to enjoy their experiences of new language and culture, and to develop their language learning skills within a creative and rich context, in line with the current programmes of study within the new Primary Curriculum.

To ensure that every child throughout KS2 is able to learn a new language and to progress in their learning, and to implement a sustainable and consistent model for language teaching and learning, which can then be reviewed, monitored and improved.

### **2. Aims:**

For children to:

- Develop fluency and confidence when communicating with others. Ask question and respond to questions, improving intonation and pronunciation
- Write for different purposes and audiences, using the correct grammatical structures
- Develop an appreciation of a range of writing in the language studied
- Understand and respond to spoken and written language from a variety of authentic sources

### **3.Organisation:**

French is taught throughout Key Stage 2, by each class teacher.

Lessons take place each week, and a formally timetabled slot of 30 minutes (6 weeks each Term) is in place with other opportunities during the week to consolidate and revisit learning.

In Key Stage 1, Primary Languages is not a statutory part of our school curriculum, but we believe that teachers in KS1 must play to their strengths in order to inspire and support their learners at an early stage. Therefore, we encourage and support KS1 teachers to expose their learners to language learning opportunities and recognise that this does not necessarily have to be French, this is an ideal opportunity to share home languages, which can be taught in their daily routines through stories, songs and games.

### **4. Teaching and learning.**

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language 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 so that others understand when they are reading aloud or using familiar words and phrases
- 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 language
- 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 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.

## **5. Assessment**

Individual progress in MFL will be assessed in accordance with St. Patrick's assessment policy. These assessments will be used to modify programmes of study.

Records of pupils' progress are kept in line with the assessment of Foundation Subjects.

Individual pupils' progress in MFL is reported to parents in the summer term. However, any significant problems are communicated throughout the year.

## **6. Monitoring and Reviewing.**

The subject is co-ordinated by Mrs Agha, who is responsible for implementation and provision, reporting to the school SLT, and supporting colleagues across Key Stage 2. The Primary Languages Co-ordinators collaborate with the Languages Adviser (Dan Alliot), when necessary and avail themselves of any support or training given and within the framework of any local and national guidance. Information, resources and guidance are cascaded to staff by the subject leaders. Whole-staff INSET or training in after-school meetings are used to address issues as they arise. Each class teacher is also provided with a folder of resources relating to teaching and learning, and electronic resources are shared on the school's internal network.