



ST MICHAEL-AT-BOWES C.E. JUNIOR SCHOOL

Modern Foreign Language Policy

Headteacher

Debbie Butcher

Subject Leader

Michael Quinn

Reviewed: Spring 2023

To be Reviewed: As required and formally every 3 years

St Michael at Bowes Modern Foreign Language Policy

Intent

Learning a foreign language is 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.

At St Michael at Bowes, we believe that the learning of a foreign language provides and deepens language skill in general, which will support them with English and other home languages. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The focus language taught in our school is French. The scheme we follow is I-Languages.

Through our Modern Foreign Language curriculum and scheme, it is our aim to ensure that all pupils:

- Read, understand and respond to written language from phonetic level, to word level and through to complex sentence level
- Speak the language with increasingly accurate phonics, identifying patterns and adding layers and variety to their sentences.
- Ask and respond to basic questions, expressing their opinion with an increasing level of sentence manipulation
- Write sentences using familiar taught vocabulary as well as conjunctions and adjectives.
- Develop cultural awareness of French-speaking countries through engaging with facts, songs, rhymes, poems and stories.
- Lay the foundations of language mastery for future language study by pupils;

Implementation

At St. Michael at Bowes, we integrate language learning into everyday school life. Teachers, teaching assistants and children use and experiment with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

1. Languages lessons

Children are taught specific skills, concepts and vocabulary in a dedicated, fortnightly, one-hour lesson with the class teacher. A typical lesson involves:

- A Phonics PowerPoint where the children focus on one French phoneme. They will see and/or be asked to recall words they are already familiar with from the scheme and be asked to respond to the sound. This is followed up by a traditional poem or tongue twister using the sound.
- An input section where a PowerPoint from I-languages scheme is followed to provide the children with exposure to a French language speaker. This will also include games and activities to aid recall.
- A listening activity to practice and assess their acquisition of the new vocabulary. This will provide the opportunity to orally practice for the main task.
- Main tasks which involve writing to varying degrees dependent on the stage in a topic. They will also include quizzes and activities provided by I-languages booklet linked to the key learning. Staff will adapt these tasks to suit the cohort.
- All lessons end with a reflection question to encourage children to link between topics and generalise about how the new vocabulary, phonics, grammar or cultural knowledge could be useful to them in future learning.

2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3. 'Incidental' language

Languages are part of the day-to-day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('sit down'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

4. Home-learning

Children are given termly Home-Learning Grids of which one task will be relating to their French learning. Creative outcomes are encouraged to ensure the children manipulate and apply their classroom learning into new contexts and for new purposes.

5. Language of the Term

To celebrate our rich linguistic and cultural diversity, we select a language spoken by children in our cohorts to cover each term. Children choose these languages and champion the language to be spoken everyday. The language is delivered to the children similar to French as described in points 2-4 above. At the end of each term, children take

part in a dedicated lesson about this language where families in the community are welcomed into the school to take part and support as a fluent speaker.

6. French Day

Each year, in the summer term, children take part in a day of French activities. This comprises of: a cultural lesson, a French sport, French artist techniques and a French café. This is an opportunity for children to build their cultural capital as well as consolidating the vocabulary and phonics they have learned in class.

Impact

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress are built into our termly programmes of study. Staff measure the children's progress through KS2 against attainment targets. Each attainment target is broken down into incremental skills which teachers grade children 1-4 based on how consistently children display the skill (see skills progression document). Teacher assessment is based on performance in lessons and also work produced in French jotters. The assessment is ongoing and passed up through each year group so that teachers can adapt their delivery based on the needs of individuals and the class.

Inclusion

The teaching of the Modern Foreign Language curriculum at St Michael at Bowes is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils: always starting with a kinaesthetic approach, supplementary images then presenting written French. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.