



Loving minds ♥ hearts ♥ hands.

Modern Foreign Languages Policy

Article 28: You have the right to education.

Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30 of the UNCRC makes it clear that children and young people who belong to a minority group have the right to share their culture, language and religion with other people in that group.

Approved by: Ruth Vayro

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Intent

“They were all filled with the Holy Spirit and began to speak different languages as the Spirit gave them the power to express themselves.” (Acts 2:4-6)

At St Ambrose, we reflect the National Curriculum aims to:

- Liberate our children from insularity and provide interest in and an awareness of other cultures.
- We hope to foster our pupils’ curiosity and deepen their understanding of the world through the experience provided by learning another language – French.
- Pupils should be able to express their ideas and thoughts in another language, whilst understanding and responding to, its speakers, both in speech and writing.
- We intend to provide opportunities for them to communicate for practical purposes and learn new ways of thinking and reading literature in a foreign language.
- We hope that by learning a language, our children will be inspired to learn languages further, thereby equipping them with the means to widen their horizons.

In this subject:

Through a relevant, rich and varied MFL curriculum, St Ambrose’s children will develop their social and emotional link to the immediate community and acquire the necessary linguistic skills to keep up with the changing world. At St. Ambrose, we intend to create space and opportunity for cultural appreciation of the diversity in our society and both their own and others’ heritage. Our intention is to enable each child to develop their interest in learning other languages and to foster children’s curiosity to deepen their understanding of the world.

Following the programme of study for the National Curriculum, we want St. Ambrose’s children to:

- Listen attentively to spoken language
- Explore the patterns and sounds of language through songs and rhymes, linking the spelling, sound and meaning of words
- Speak in sentences, using familiar and new vocabulary, phrases, and basic language structures • Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary
- Write phrases from memory and create new sentences
- Become familiar with rudimentary grammar

Implementation

All classes access a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by the MFL Lead teacher.

Children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Lessons offer appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Ongoing assessment ensures Class teachers will know where every child is at any point in their foreign language learning journey.

Pupil learning and progression will be assessed at regular intervals. We will aim to assess each language skill (**speaking, listening, reading and writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Early Language units are entry level units and are most appropriate for our Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns and articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units.

St Ambrose has a **unit planner** in place which will serve as an overall 'teaching map' outlining what each class in each year group will be taught and when it will be taught. Each class in KS2 will have an overview of units to be taught

during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

At St Ambrose, we have a rich multicultural community with many languages spoken amongst the pupils. Teachers are encouraged to have:

- Foreign language celebrations.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.