



# Hoole St. Michael's Church of England Primary School

## Modern Foreign Languages Policy

Member of staff responsible: L Topping

Date policy written: March 2024

Date to be reviewed: March 2027

### Vision Statement

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-reaching Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

**Bible Verse:** I can do all through Christ who strengthens me. [Philippians 4:13](#)

### Overall Intent of our School

*Achieving excellence within the light of God.*

We encourage our children be **bold** and **courageous** in their learning, willing to **take risks** within a **supportive, caring Christian ethos**. Our **Christian Values** underpin everything we do at Hoole St Michael. Hoole St Michael children develop **confidence, resilience and a thirst for knowledge** to **prepare them for the future**. As a small Christian family, children build **strong relationships**, learn to **work together** and **support** each other through life's celebrations and challenges. **Growth Mindset and Sumo principles** teach our children to approach all areas of learning positively. Our children are **active learners** who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school we reach out to develop **meaningful partnerships** within the **local community and wider world**. We provide **enrichment activities** regularly for our children to **broaden their experiences** and love of learning

### **1. Aims and objectives**

'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.' (National Curriculum 2014.)

Children will be taught to:-

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

## **2. Teaching and learning style**

Currently at Hoole St Michael the modern foreign language taught, throughout key stage 2, is French. This enables children to make substantial progress in one language. The choice of French was made following a local feeder high school making a request to local school for this choice to ensure continuity between Primary and Secondary development in Modern Foreign Languages. The teaching will provide an appropriate balance of spoken and written language and will 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. Currently the school use the Rigolo scheme to guide lessons and objectives.

Children will 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
- Describe people, places, things and actions orally and in writing
- Understand basic French grammar including: 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.

## **3. French curriculum planning**

We use Rigolo scheme for the basis of all KS2 lessons. This scheme provides interactive games, oral practice and modelling of correct punctuation to support staff that are not familiar with the French language. The scheme runs on a two yearly programme and it mapped out in the subject overview. Teacher and Subject Leaders are aware that units will need to be repeated yearly. At the

end of KS1 the first Unit of Rigolo covering basic greetings is taught to enable all learners to access the KS2 rolling programme in Year 3 with confidence and an awareness of the language.

#### **4. Assessment and recording**

We assess children's work in French through a mixture of in class observations, written tasks and short assessment style questions that informs teachers judgement. Teachers track progress using our Hoole St Michael assessment format (see appendix 1). This format is used at the end of each unit. A copy is kept in the teachers planning file and in the SL file.

Children have French books that they use to keep jottings, a vocabulary bank and complete short writing tasks. Both KS2 classes have a French class book that is used to organise photograph evidence and practical lessons. Video evidence is stored on the Shared Drive.

#### **5. Resources**

There are sufficient resources for all French teaching units in the school.

- Range of French dictionaries
- French story books
- Puppets
- Flash cards

#### **6. Inclusion**

At Hoole St Michael, we aim to:

- Provide for all children so that they achieve as highly as they can in French according to their individual abilities;
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment;
- Identify greater depth children and provide suitable learning challenges;
- Follow a clear learning progression to help children's learning.

If with appropriate access strategies and support a child cannot work towards the same learning objective as the rest of the class, we will track back to an earlier objective.

We will also consider whether a child has other priority needs that are central to their learning (for example a need to concentrate on some key skills) and plan accordingly.

#### **7. Role of the Subject leader**

The Subject Leader at Hoole St Michael is responsible for improving the standards of teaching and learning in French:

The Subject Leader will:

- Monitor and evaluate French through lesson observations, pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and support colleagues in their CPD
- Purchase and organise resources
- Keep up to date with recent curricular French developments

#### **8. The Governing Body**

Regular reports are made to the governors on the progress of French provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

**CONCLUSION**

The modern foreign languages policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

**This modern foreign languages policy will be reviewed by the French subject leader.**

**Date for next review of this document-**

This policy was approved by the Governing Body on.....

Signed..... Date..... *(Chair of pupils and curriculum)*

Signed..... Date:..... *(Headteacher)*

Appendix 1

This assessment document is used to track the whole class in French. These judgements are made by the class teacher against the statements below. Evidence for these judgements can be found in French books, class floor books and on the Share Drive. Evidence is recorded; by video, written and pictures to display all the children's capabilities in MFL. Once completed please copy for SL and keep in planning folder.

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Term: \_\_\_\_\_

Rigolo Unit: \_\_\_\_\_

### Listening and Responding

Level	Pupils
Pupils show that they understand a few familiar spoken words and/or phrases. They understand speech spoken clearly by the class teacher or from the Rigolo programme. They may need a lot of help, such as repetition or gesture.	
Pupils show that they understand a most spoken words and/or phrases. They respond to spoken speech spoken clearly by the class teacher or Rigolo programme, but may need items to be repeated.	
Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.	
Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.	

### Speaking

Level	Pupils
Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success	
Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear	

Pupils ask and answer simple questions. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.	
Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. Their pronunciation is generally accurate and they show some consistency in their intonation.	

## Reading and responding

Level	Pupils
Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.	
Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases.	
Pupils show that they understand the main points in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words	
Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.	

## Writing

Level	Pupils
Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.	
Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.	
Pupils write a few short sentences, with support, using expressions that they have already learnt. They write short phrases from memory and their spelling is readily understandable.	
Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language.	