

# St Joseph's Catholic Primary School, Jarrow



*In God's love we learn and grow*

## MFL Policy

Start Date:	Review Date:	Adopted:
Summer 2023	Summer 2025	Autumn 2023



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#### **Introduction**

At St Joseph's Catholic Primary School, we teach our children holistically, teaching the 'whole child' not just academically, but socially and emotionally, building strength of character, resilience and determination.

We empower our children to explore, learn and take risks through inspirational teaching delivered in a safe, nurturing environment. We challenge our children and each other to try things that haven't been done before, to be the very best we can. This pioneering spirit is celebrated within our school. Pushing oneself and the boundaries in a safe environment gives our children a sense of discovery, inquisitiveness, adventure and integrity.

#### **Our aims for teaching MFL at St Joseph's are:**

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills.
- To give the children confidence in interacting with others.
- To increase the children's European awareness.
- To awaken an interest in foreign cultures and life-styles.
- To develop the children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work cooperatively.
- To enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest.
- To ensure a solid foundation of language knowledge to ease the transition to secondary.
- To continually review and modify the curriculum in the light of current research.

#### **Rationale**

#### **Intent:**

A high quality language education should foster children's curiosity and deepen their understanding of the world. At St Joseph's, we are committed to ensuring that competence and enthusiasm in learning another language enables children to interpret, create and exchange meaning within and across cultures. We endeavour to guide our children to become and grow as global citizens, developing skills that will open further opportunities later in life. Our chosen language is French. The teaching of French in KS1 and KS2 focuses on the 4 areas: reading, writing (KS2), speaking and listening and provides an appropriate balance of these domains, laying the foundations for further foreign language teaching at KS3.

#### **Implementation**

Children are introduced to French from the EYFS and all classes use French as part of their daily routine. Year 2 have a weekly 30 minute lesson using the Bishop Chadwick Trust Scheme of Work. KS2 classes have an hour long lesson using the same scheme of work. This approach enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to English. Lessons across the Key Stages support the skills of speaking, listening, reading and writing (KS2).



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Children are taught to listen attentively to spoken language and to respond, joining in with songs, rhymes and games. Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content. All lessons use PowerPoint presentations which are delivered by a native French speaker.

- Links have been developed with secondary schools within the Bishop Chadwick Trust
- French lessons are delivered through the Bishop Chadwick Trust scheme of work.
- Planned activities throughout the year celebrate the French language, culture, and traditions, allowing children to develop as global citizens.
- Our French Day themes enable the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.

### **Impact**

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, are spoken in the world. Varied learning experiences, ensures that languages are celebrated throughout the school community whilst providing a context for language learning as well as developing the children's understanding of different cultures and global issues. We believe our children will:

- Acquire an appreciation, enjoyment and life-long love of languages
- Develop confident and positive attitudes towards language learning
- Demonstrate awareness of culture, traditions and languages spoken by families across the Trust
- Demonstrate their pride and the high status of MFL through classroom, school and online display of their quality work.
- Pupil dialogue and work in books shows a high standard of MFL teaching and learning.

### **General Curriculum Overview:**

Curriculum Coverage				
Upper KS2	Y6	House	Home Town	Out and About
	Y5	Weather	Health	Free Time
Lower KS2	Y4	Myself and Others	Food and Drink	Body
	Y3	Family	All about me	Four Friends
EYFS/KS1	Y2	Library of Languages	Greetings	Introductions
	Rec/Y1	Library of Languages	Library of Languages	Library of Languages

In KS1 languages are taught within a 'Library of Languages'. We have a series of recorded stories in French and each story is accompanied by a PowerPoint covering key vocabulary from the story, alongside short activities. Stories are all recognisable children's books, with English equivalents. This encourages reading for pleasure and enjoyment of learning a foreign language. The stories chosen, also reflect key vocabulary and basic structures, which will be practised and developed at KS2. By



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spring of Year 2, pupils will progress to more formal language lessons, which will follow the same structure to Year 6. Substantive knowledge across KS1 (spring and summer of year 2) and KS2 is developed across all four skills (listening, reading, speaking and writing) and is intertwined with the disciplinary knowledge of grammar and phonics.

#### **Year 2**

In the spring and summer terms of Year 2, pupils follow the 'Greetings' and 'Introductions' units. These units develop a solid base of the key substantive knowledge (greetings, name, age, numbers and birthdays) which will be revisited in KS2. Pupils also look at simple high frequency present tense verbs in the first person and basic questions.

#### **Year 3**

Students will begin the year by revisiting personal information and begin to apply this knowledge to the context of 'Family'. Key vocabulary knowledge will be developed relating to family, animals and colours. Key grammatical concepts such as adjective placement and agreement will be introduced so that pupils start to understand how the foreign language works. In the second term, pupils build on their previous knowledge of giving personal information (name, age, birthday) to expand to physical and personality description in 'All about me'. This will also necessitate a deeper understanding of adjective agreement. In the final term, pupils apply their knowledge from the year (animals, colours, adjective agreement) to understand and enjoy a story in the target language, 'The Four Friends'. They will also look at key verbs and manipulate language to create their own stories.

#### **Year 4**

The year begins with a review of previous knowledge related to personal description- key information, physical appearance and personality. In 'Myself and Others' pupils continue to build their knowledge of describing themselves whilst transferring this knowledge to descriptions of others. Grammatically, this means that pupils will become more confident in using the 3rd person of high frequency present tense verbs as well as the 1st person. Their end project will be to build a detailed description of a monster in 3rd person. In Spring, 'Food and Drink' is introduced through reading 'The Hungry Caterpillar'. Pupils will develop a love of reading alongside key reading skills whilst learning new food vocabulary and revisiting days of the week and numbers. Eventually pupils will be able to manipulate the language of the story to write their own version, with differentiated support. Finally, in summer term, year 4 look at bringing together all of their learning from the year in the 'Body' unit. Pupils learn the new vocabulary of body parts and add this to previous knowledge of personal, physical, character and food language to create a detailed description of a monster family. Again, language will be learnt through reading a story and key grammatical concepts such as adjective agreement will be revisited and strengthened.

#### **Year 5**

Key language relating to personal and family description is reviewed at the start of the year before pupils progress to new learning related to 'Weather and Clothes'. Pupils will work on understanding a parable in the foreign language, using this key vocabulary. By the end of the unit pupils will be able to describe what they wear in different weathers. In 'Health' pupils recall food and drink vocabulary but apply this to the new context of healthy lifestyle and progress to describing healthy lifestyle and giving lifestyle advice. Pupils continue to practise manipulating language to create their own story and build confidence by participating in a conversation (at the doctor's). In 'Free Time' the children look at sports, free time, places of a town and give justified opinions for the first time.



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#### Year 6

In autumn term, pupils look at the new topic of 'House' and build up a detailed description of home, bedroom and ideal home and bedroom. Adjective agreement is reviewed and new grammatical concepts of prepositions and conditional tenses are introduced. In 'Home Town' pupils review and expand on places in the town (Year 5) and build a description of where they live. A lot of the language from the first term of Year 6 will be recalled and applied to this new context. Similarly, pupils will also look at an ideal town, which builds directly from an ideal house and bedroom in the previous unit. By this stage, pupils will be writing increasingly longer texts with increasing independence; here they will create their own tourist brochure. In 'Out and about', pupils will consolidate and expand sports, hobbies and justified opinion knowledge from Year 5 and practice making arrangements. Pupils will also review weather and apply this to describing free time activities in different weathers. Students will review and redevelop their tourist brochures from the previous unit to now include weather and free time activities.

#### Planning

All French planning for KS1 and KS2 is available, with more detailed planning overviews for each term for years 2-6. Each planning overview details progress over the year with Prior Knowledge highlighted. Each year group's knowledge builds on the previous year's work. There is a clear description of the knowledge to be gained. An overview of how knowledge will be assessed is also included. Lesson plans are available for each unit of work and include:

- Clear objectives
- Key vocabulary, with translation
- Detailed planning of lesson, including; starter/recall, language introduction, practice and consolidation, extension and plenary
- Full explanations of each activity
- Phonics and grammar are embedded

#### Resources

For EYFS/KS1 we have engaging recorded stories in appropriate settings. Each story is accompanied by a PowerPoint covering key vocabulary from the story. Stories are all recognisable children's books, with English equivalents.

Fully resourced lessons (PowerPoints and worksheets) for each term for years 3-6. There are 6 one hour lessons for each unit. There are also optional voice recordings available for each lesson for use by non-specialists. Each PowerPoint includes:

- Clear routines for the start and end of lesson
- Rewards- Star of the Week certificate
- Stages of knowledge explained and reviewed each lesson.
- Clear and engaging layout.
- Clear instructions in French and English.

#### Assessment

Extended tasks covering a range of all four skills (listening, speaking, reading and writing) are included in each topic. This will ensure that pupils are secure in the new knowledge they are acquiring. Regular assessment for learning tasks will take place and every lesson will start with retrieval practice activities to reinforce prior learning. A standalone assessment covering listening, reading, speaking and writing is available for each unit. Standalone assessment includes full listening



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files, transcript, mark scheme, assessment criteria and model answers. A Moderation assessment tool is provided within the scheme. Data for Key Stage 2 is updated each term on the school's Assessment Grid. This data is monitored and analysed closely by SLT and the MFL Coordinator.

### **Equal Opportunity**

At St Joseph's Catholic Primary School, all pupils, irrespective of their faith and background, are encouraged to take a full and active part in all MFL lessons and activities. Furthermore, all teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. There are opportunities for all able pupils to develop and extend their understanding of the different topics and themes.

### **Inclusion**

Children with special educational needs are taught the full MFL curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in MFL lessons. Where some children are taken out of class for extra, tailored intervention during MFL lessons, in accordance with their particular care package or targets, efforts are made to ensure that they catch up on any MFL content missed. More able pupils will be given relevant opportunities and challenges in class to extend their understanding. Tasks and resources will be adapted if necessary to help children succeed in reaching their potential.

### **Monitoring**

The implementation for the MFL policy will be monitored in reference to the school Quality Assurance document. These will be through a 4- or 5-lens approach, and will include scrutiny of MFL books to ensure coverage across the phases and progress, as well as looking at data and discussion of MFL with pupils. This will be implemented by SLT and the MFL Coordinator.