



# Whiston Willis Primary Academy

## MFL Policy



Lead Responsibility	K Fitzgerald	Approved By Governors	
Implementation date	March 2022	Review date	March 2023

### MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

### Vision and Aims

Our vision at Whiston Willis Primary Academy is for the learning of a Modern Foreign Language to provide a valuable educational, social and cultural experience for our pupils. It raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. We want pupils to develop communication and literacy skills that lay the foundation for future language learning. The learning of a foreign language also provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Our aim is to develop the confidence and competence of each child in French. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing.

We will provide opportunities for pupils to grow in linguistic competence, to extend their knowledge of how language works and to explore differences and similarities between French and English.

We will also help strengthen their sense of identity and their role as global learners by learning about culture in other countries and comparing it with their own.

### **Planning and Delivery**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff, though the Subject lead provides specialist teaching when possible.

We use the "Language Angels" scheme of work and staff can choose to supplement this with their own ideas and experience and those of their colleagues. All curriculum units in our 2 year topic cycle are selected by the Subject Lead, ensuring that they are appropriate to pupils' age and stage of learning, building in continuity and progression and maximising opportunities for cross-curricular learning.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each KS2 class has a timetabled lesson of thirty minutes per week.

Everyday French plus current topic vocabulary is also revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

EYFS and Key Stage 1 staff also deliver short informal and practical French sessions, which focus on acquiring early skills such as greetings, counting, colours, menu choices etc. They also use the "Language Angels" nursery rhymes and counting songs online.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities

- Teacher guides and Pupil booklets for each unit are prepared by the Subject Lead. Worksheets at three different levels of challenge are available for class use or can be sent home to be completed as a homework exercise.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

A topic will generally be studied in depth over a half-term. The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach that topic.

**Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Christmas; Months of the year; Phonics, Salutations.

**Early Language Teaching** units cover; I'm learning French; Animals; Musical Instruments; Little Red Riding Hood; I can; Ancient Britain; Fruits; Vegetables; Shapes; Greetings; Colours and Numbers, Nursery Rhymes, Ice-creams, Seasons, Transport.

**Intermediate Language Teaching** units cover; Presenting myself; Family; Tudors; At the café; In the classroom; Pets; Goldilocks; What is the date? Weather; Clothes; Olympics; Romans; Habitats; My Home.

**Progressive Language Teaching** units cover; At school; The weekend; World War II; Healthy Lifestyle; Planets; Regular verbs; Irregular verbs; Me in the world, The Olympics, Vikings.

Pupils will also have the opportunity to liaise with a French-speaking partner school through the "ePALS" website, providing real-life experience of a different culture and language.

Displays of French teaching and learning will be visible in individual classrooms and may also feature on a general school board.

#### **Assessing, Reporting and Recording**

The Subject Leader monitors the effectiveness of the language teaching provided throughout Key Stage 2 by regular classroom visits, scrutiny of pupil books and gathering pupil voice plus discussion with teachers delivering foreign language lessons.

The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage. Using our school "Insight" to record half-termly assessments allows for careful tracking of achievement, gaps and progress over time.

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to SLT and governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

**EQUALITY IMPACT STATEMENT:**

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

**MONITORING:**

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

**The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.**