

**Holy Trinity Roman Catholic Academy Boundary
Road Newark NG24 4AU**



MODERN FOREIGN LANGUAGES POLICY

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POLICIES & PROCEDURES DOCUMENT CONTROL SYSTEM

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Date of review: March 2021

Date of next review: March 2023

Holy Trinity Catholic Voluntary Academy

Mission Statement



“In every child there is a space only God can fill”

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

Holy Trinity Catholic Academy

Modern Foreign Languages Policy

Introduction

In our school we teach a foreign language to all Key Stage 2 children as part of the normal school curriculum. At Holy Trinity Catholic Academy, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, promotes global citizenship and encourages them to understand their own cultures and those of others.

Intent:

At Holy Trinity Catholic Academy, the intention of our MFL curriculum is to:

- develop an interest in and thirst for learning other languages;
- to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways.
- to embed the essential skills of listening, reading, speaking and writing and to lay the foundations for future language learning.

Implementation:

Speaking and listening

The children will learn to:

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
 - take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Curriculum and planning

The curriculum that we follow is based on the guidance given in the revised National Curriculum 2014. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

Primary Languages is planned following the guidelines outlined in Curriculum 2014. Units of work have been planned using suggested teaching ideas from the QCA scheme for French and Lightbulb Languages. This ensures that there is continuity and progression in both skills and content across all classes. A list of resources and schemes of work provide a wealth of ideas and have been made available for staff

Teaching and learning style

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We also encourage the use of ICT, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Children also self-assess what they have learned at the end of each unit of work using their language ladders. In addition, teachers also use the assessment descriptors to assess where the children are on a termly basis.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The subject leader will monitor planning and review evidence of the children's work.

This Policy is monitored annually by the MFL subject leader.

Signed (Subject Leader): Mrs Lisa Dawson

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