

# MFL (French) POLICY



We love God and each other and follow the example of St Teresa.  
We enjoy learning together and doing our best in a happy, healthy and welcoming community.

We learn to be responsible and caring citizens.

*“Let us do little things well today”.*

*St Teresa*

Approved by:	Governing Body	Date: <i>Pending</i>
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## Rationale for Teaching Languages

1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At St Teresa's, we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children. Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching as an optional subject, although we encourage and support a whole school approach.

1.2 Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community and learning another language can do a great deal to shape children's ideas in this critical area, as well as giving them a new perspective on their own language.

### **1.3 Language learning stimulates children's creativity.**

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

### **1.4 Language learning supports oracy and literacy.**

Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work; sing songs and recite; perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

### **1.5 Language learning leads to gains across the curriculum.**

Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

## **1.6 Language learning supports and celebrates the international dimension.**

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

### **Aims:**

The main aim of language teaching is to develop children's linguistic competence. Lessons need to be regular and frequent, so that previously learnt language can be reinforced and children can make good progress.

The teaching of languages at key stage 1 and 2 offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a new language
- develop linguistic skills, knowledge about language and language-learning skills
- understand and communicate in a new language
- make comparisons between a foreign language and English or another language
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- develop positive attitudes towards language learning
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing
- form a sound basis for further study at key stage 3 and beyond.

### **Teaching and Learning Overview:**

At St Teresa's, we have chosen to teach French as our Modern Foreign Language. Teaching is in line with the recommendations of the National Curriculum, with modifications in place that allow for the individual and differentiated needs of the children.

In September 2014, learning a modern foreign language became a requirement for children at Key Stage

2. At St Teresa's, we teach French to children in Key Stages 1 and 2. In KS1, lessons are delivered by a French-speaking Parent Volunteer, with the support of the Class Teacher. KS2 lessons are predominantly delivered either by a French Lead Teacher with the support of the Class Teacher, or the Class Teacher themselves. Children are given the opportunity to work as a class, individually and in groups. Lessons involve a range of visual, auditory and kinaesthetic activities, which present, practise and repeat key vocabulary and structures.

### **Time and Timetabling:**

French is taught in a whole-class setting. Although it is not statutory, we provide children in Key Stage 1 with up to 30 minutes of language learning per week. Each Key Stage 2 class has a weekly timetabled lesson of 40 - 45 minutes.

The lessons are designed to motivate children from the first moment and are mainly practical in focus. 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. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work informally in books which are

passed through the years and become a portfolio of their learning.

### **Assessment:**

Assessment is continuous and is performed by the teacher. Children's oral and aural work is evaluated during classroom discussion both with individuals and with groups; written work is assessed in the students' books. Formal assessment takes place at the end of each term, using Target Tracker to monitor children's progress. Formal reporting takes place within the annual report to parents.

### **Resources:**

The school subscribes to Language Angels as its primary teaching platform. This is used to inform the Long-Term Plan of the units of learning taught in classes across the year.

A variety of supplementary resources are available in the school and are kept in the Resources Room. These include a set of French/English dictionaries, posters and topic-targeted flash cards and various story books, including multiple copies of "Va t'en grand monster vert" and "Quel heure est-il, Monsieur le loup?"

"Entre dans la Ronde" is a set of activities, rhymes and songs aimed at Key Stage 1. "La Jolie Ronde" supports teaching with suggested activities, DVD clips, songs and worksheets. "Singing French" is a CD of French songs encompassing vocabulary that is commonly taught to beginning language students. 2

Simple French is a teaching CD-ROM that can be used in the classroom and in the IT Suite.

### **Equal Opportunities:**

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **Inclusion:**

All pupils regardless of race or gender will have the opportunity to learn a language at St Teresa's. We promote an equal opportunity learning policy. Children with other languages at home are encouraged in the use of these. Other languages are positively welcomed into the classroom. The school recognises the motivational and other positive benefits of the use of MFL by children with special needs.

### **Embedding and Cross Curricular Links:**

Where appropriate, teachers give children opportunities to practise their French in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in French while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

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