

St Patrick's Catholic Primary School

Modern Foreign Languages

Policy March 2015

At St Patrick's we teach Modern Foreign Languages (MFL) in Key Stage Two as required by the National Curriculum.

The children in Years 3 – 6 have at least 30 minutes of French each week taught by a native speaker.

There are three strands to the to the MFL curriculum

Oracy - This covers listening, speaking and spoken interaction and forms the main focus of early MFL teaching and learning. Children have the opportunity to listen to the teacher and other native speakers, songs and rhymes and each other.

Literacy - This covers reading and writing skills and, in turn, reinforces the development of oracy. The focus on reading and writing becomes more prominent towards the end of KS2 but children are encouraged to experiment with reading and writing words and phrases in French from early on.

Intercultural Understanding - Language competence and intercultural understanding are an essential part of being a citizen. Through learning about other Francophone cultures, children develop a greater understanding of their own language and culture and become more aware of similarities and differences between people.

The French lessons at St Patrick's cover all three strands. Lessons are based on the Camden scheme of work, where language skills are extended and developed each year.

Approximately 10% of our children speak some French or only French at home. These children have bespoke sessions with the French teacher (in addition to the 30 minutes in class if the children are in Key Stage Two). This is to promote the idea that being bilingual is good and to make sure that the children have a secure language model.

Mandarin Club is an optional afterschool club which is run by a native speaker. There is a session for KS2 children and a separate one for Reception/KS1 children. The lessons cover the same strands outlined above. The focus is more on intercultural understanding and oracy, although both groups do some reading and writing of Chinese characters.

More than 60% of our children speak and/or hear a language other than English at home. Research shows that for such children, fluency in speaking and listening both languages is beneficial for outcomes in the long run. If it is possible to be literate in both languages, that is also beneficial for bi lingual children.

In view of this, we do our best at St Patrick's to arrange some sessions in children's home languages.

To date we have had lessons in Aramaic, Mandarin, Korean and Portuguese. Some of these have been delivered by bi-lingual sixth formers recommended by their schools, others by parents, and some by a student from the School of Oriental and African Studies(SOAS). We plan to develop our links with SOAS to expand this provision.

Some children with English as an additional language who are having difficulty learning it or who have recently arrived in the country with little or no English are withdrawn from French lessons for extra practice in speaking, listening, reading and writing English.

Role of the MFL leader

The MFL leader has responsibility for coordinating and monitoring MFL teaching and planning. Findings are shared with SLT and the MFL SEF is updated as appropriate.