



MFL Policy

1. "Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Intent

The 2013 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At St John the Baptist, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing which will enable children to interpret, create and exchange meaning within and across culture. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning at KS3. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Implementation

At St John the Baptist, children are introduced to French lessons in Year 3. Lessons across the Key Stage support the skills of speaking, listening, reading and writing:

Following the Primary Language Network Scheme of work [see appendix 1], children are taught to:

- Listen attentively to spoken language and respond, join in with songs, rhymes and games
- Engage in conversations where they are provided the opportunity to explore and develop accurate pronunciation and intonation, form sentences to justify and express opinions and statements and ask and answer questions
- Develop an appreciation of a variety of stories, songs, poems and rhymes in French
- Present their ideas in the target language orally and written
- Investigate the target language using the sounds, patterns and spellings, and apply this to allow them to read the foreign language carefully
- Discover and apply new vocabulary to their sentences in speaking and writing, including learning how to use a dictionary



- Understand basic grammar in the target language and comparing how rules in the foreign language are similar / differ from our home languages.

Impact

The teaching of French in KS2 provides rich language learning experiences that offer children the opportunity to thrive in developing all 4 key language areas, having the confidence when speaking, listening, writing and reading. These skills will support pupils to:

- Develop problem solving, critical thinking and listening skills,
- Understand and communicate in French in real life scenarios (such as on holiday, meeting someone who speaks French, being able to read signs in French),
- Deepen their understanding of the principles of language learning and being able to apply this to their first language,
- Broaden their opportunities in the future.

At St John's, our MFL curriculum effectively supports the teaching of the British Values through broadening their knowledge and understanding of cultures, promoting respect, tolerance and acceptance.

2. Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - **oracy, literacy and intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop **knowledge about language (KAL)** and **language learning strategies (LLS)** underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF).

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. We also listen to native speakers through recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, making comparisons to the English language. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to harness a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

3. Assessment

The children are assessed across the four language skills throughout the year, with the teacher providing verbal and written feedback. This process is supported by tracking the each class against the KS2 attainment targets as stated in the National Curriculum 2014. Children are beginning to make self-assessments, reviewing the "I can..." statements for their current topic and unit of work. Achievement of these is then verified by the teacher, with reference to the outcomes of work and responses during lesson. POP quizzes will be used at the end of each unit to assess the



children's understanding and support retrieval of key facts and phrases. Progress towards and achievement of the National Curriculum statements is also used to inform end of year reporting on MFL to parents.

4. Planning and Resources

St John the Baptist follow the Primary Language Network Scheme of work for French. This provides teachers, who have different levels of understanding and confidence in teaching French with a weekly, termly and yearly plan aimed at their own abilities, to ensure that French is taught with accuracy and confidence. The scheme provides a magnitude of rich and well planned resources and can be accessed by all staff members on the Primary Language Network VLE website. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through:

- Powerpoints
- Songs
- Games
- Culture points of reference
- Audio and film clips of Native French speakers which allow teachers to expose children to different accents and models
- Visual resources such as flash cards with key vocabulary and phrases to promote accuracy and variety in the language as well as providing support with reinforcing reading skills and writing skills
- Knowledge and vocabulary organisers
- Retrieval activities
- Written extracts to provide children the opportunity to further develop their reading skills and writing accuracy
- Grammar support for teachers to develop their subject knowledge as well as activities to teach children key objectives
- Transcripts for each audio and film clip effectively supports the teacher and children to understand the meaning
- Assessment and tracking activities and support

Shared resources such as flashcards, audio clips and iBooks have also been added to the school's shared drive, school iPads or in physical copies in the MFL cupboard, allowing easy, constant and efficient access to all classes.

5. Organisation

Children in KS1 and EYFS are exposed to some French through songs and games and also taking part in a language afternoon.

French lessons begin in KS2. In KS2, the children are taught by either a non-specialist teacher or a specialist teacher directly for 60 minutes every two weeks and the school aims to follow up activities when appropriate outside of the language lesson. The language is usually taught by the class teacher which we consider to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning. For example, class instructions can be given in French, beyond the weekly French lesson, to develop the children's vocabulary in context.

The subject leader regularly updates a resources folder which includes master copies of worksheets, activities, word mats and flashcards.

6. KS2 Provision

The KS2 classes have been language learners from September 2014. The school is a three form entry school with approximately 320 pupils. The first language of the majority of pupils in the school is English.

KS2

In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum. Lessons are used from the Primary Language Network scheme and additional resources that have been downloaded from the Twinkl and Languages Angels can be accessed to support these lessons and objectives further.



We teach the children to know and understand how to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs
- Write words and phrases from memory
- Use a dictionary
- Adapt phrases to create new sentences describing people, places, things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material
- Read carefully and show understanding of words, phrases and simple writing
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words

7. Equal Opportunities

At St John the Baptist, we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participate in the learning of languages and to be supported in this process.

8. Inclusion

At St John the Baptist, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

9. Role of the Subject Leader

Evidence of all four key language skills will be recorded in the children's books which will be monitored in the Spring Term to ensure coverage. The subject leader will also carry out learning walks to support the teaching of MFL at St John the Baptist.

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who will also:

- support colleagues in their teaching, by keeping them informed about current developments in MFL
- write a subject development plan, informed by the whole school development plan
- attend specialist courses and ensures content is disseminated to staff

Management and Training:

The subject is managed by the Languages Co-ordinator, Hannah Maris.

To ensure the language skills of staff are developed and sustained, the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets.

The co-ordinator advises, works with and guides staff and the visiting specialist teacher when required.

Staff meeting training is provided to ensure that all staff members are equipped with the knowledge and confidence to teach French effectively.

Monitoring:

The lead teacher discusses language learning with all teachers and monitors planning, and spoken and written evidence of progress in learning. The school is working towards effective progress across the four years of KS2. The lead teacher can access training and monitoring via the PLN VLE, consultation time, email discussion and at coordinator CPD.

Continuing Personal Development:

The MFL coordinator attends (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The MFL coordinator is a member of the network email group and can access the PLN Twitter account,



the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to obtain current and up to date information.

Policy Agreed: September 2020

Policy Review Date: September 2021

Appendix 1

Overview of Focusses in Primary French SoW

Key: Progression in 4 skills , Culture example highlighted , Grammar example highlighted adjectives , Year 6 Celebration				
Term	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	A new start	My school, your school Age/days Introducing teacher and friends Classroom objects	My school /your school Subjects Likes and dislikes	My everyday life/ your everyday life a comparison of routines Time
Autumn Term 2	The calendar and celebrations Christmas	My local area /your local area Shops Everyday shopping Shopping for gifts Christmas	Where I live / where you live Buildings and places of interest Christmas (shopping)	Where I live/where you live House and home Christmas (comic performance)
Spring Term 1	Epiphany Animals I like/ don't like	Epiphany A family tree Faces	New Year Celebrations Healthy Eating Shopping at the market	New Year Celebrations Playing sport and enjoying sport How to play certain sports
Spring Term 2	Carnival, colours and playground games Easter	Celebrating carnival Parts of the body and descriptions Our own class aliens Easter	Carnival Colours Clothes descriptions Fashion shows	This is me! Preferences/feelings and characteristics All the fun of the fair Fairground rides and opinions/descriptions
Summer Term 1	Food we eat everyday – fruit and breakfast foods	Feeling well / unwell Jungle animals and fantastical animals	Weather and countries Weather forecasts	Going to the restaurant and cafe culture
Summer Term 2	Going on a picnic!	Summertime Weather Seasons Ice creams	Going to the beach	Performances! Simple plays to perform for pleasure for each other/ other year groups

