

River Primary School

MFL Policy

Our school policies reflect our commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

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.

CURRICULUM DRIVERS IN MFL

Collaboration: Our MFL curriculum focuses on French as our primary language, and is designed to enable children to listen, speak, read and write parts of the French language. Developing awareness of another language and its links with English enables children to become lifelong language learners. Opportunities are built into the school day for children to revisit and review their understanding of words or phrases. Connecting the curriculum and learning to the real world is a key part of French and purposeful opportunities to collaborate and communicate are sought throughout each year. These include such things as: writing letters, creating short informative videos and video calls. The expectation to communicate in French during lessons provides challenge and encourages children to grapple with the language to convey meaning to others.

Initiative: Developing competence in linguistic abilities will enable children to deepen their analytical skills in both English and French. Children will show their initiative when applying learned rules of grammar and deducing the meaning of words and sentences in reading and listening passages. We want children to foster an interest in language learning through the introduction to French but aim to also inspire them to explore other languages. Drawing on the experience of children or adults in the class, who may be bi-lingual or who have some knowledge of other languages, ensures children see language as relevant and enjoyable. The teaching of French stimulates and encourages children's curiosity about language and promotes creativity by experimenting with it.

Diversity: As learning develops, pupils are given opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. Reinforcing the recognition of the richness in different cultures and languages outside of the immediate area in which they live, they build awareness of similarities and differences to be viewed in a positive light. Learning about our close linguistic, historical and geographical links with our neighbours, France and Europe will promote deeper understanding of other cultures. Children are encouraged to ask and seek answers to questions, and stereotypes are challenged; children develop an understanding and are equipped with the knowledge to understand that a person's language lies at the heart of an individual's identity and community. 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.

AIMS

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and 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.

ASSESSING

Assessment of French at both KS1 and KS2 is based on teacher assessment. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Teachers make judgements by assessing the answer to the inquiry question alongside the progress made against key learning objectives throughout the unit. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the key learning objectives
- Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

REPORTING

Teachers enter assessment data into the schools reporting system twice a year.

Parent consultations provide a formal opportunity to discuss both progress and attainment and parents also have the opportunity to have a look at the learning that children have been doing in French, through their books. Pupil annual reports shared with parents in July, provide a formal report of attainment in geography.

SUBJECT SPECIFIC ASSESSMENT

Assessment in French consists of continuous formative assessment, where teachers check on their pupils' progress, to see how far they have mastered what they should have learned, and then use this information to modify their teaching plans. At the end of each unit of work, a short summative assessment involving a separate speaking, listening, reading and writing task tests the children's understanding of the key vocabulary and grammar covered in that unit. Teachers also use 'Four From Before' tasks to re-cap learning from the previous lesson, week, month or unit of work.

SUBJECT SKILLS

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 language learning abilities when they finish their primary 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

These are specifically broken down for each unit in the 'Language Learning Skills Progression' Document.

SUBJECT CONTENT

At River Primary School, we follow the French scheme of work provided by Language Angels. This can be accessed at www.languageangels.com

The scheme works by providing a wide range of teaching units to cover all of the curriculum requirements for Modern Foreign Languages. These units begin with 'Early Language', designed for children with no prior knowledge of French, moving on to 'Intermediate', suitable for Years 4 and 5, and finally ends with 'Progressive', designed for Year 6.

Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. At River, the language studied is French. Teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages [French] will be on practical communication. If we are able to include any opportunities to study an ancient language [e.g. occasionally Latin may be offered to groups by a local secondary school] the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils benefiting from this opportunity may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

Pupils should be taught to:

- **Listen attentively to spoken language and show understanding by joining in and responding:**

Yr 3: Listen and respond to familiar spoken words, phrases and short sentences, e.g. instructions, rhymes and songs. Yr 4: Listen for and identify specific words and phrases in instructions, stories and songs. Yr 5: Identify key words and phrases in longer listening exercises and be able to answer comprehension questions. Yr 6: Answer listening comprehension questions based on listening exercises as described above.

- **Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.**

Yr 3: Use correct pronunciation when speaking and begin to see links between pronunciation and spelling. Yr 4: Apply phonic knowledge to support speaking, and also reading and writing. Yr 5: Take part in short conversations using sentences and familiar vocabulary. Yr 6: Understand the main points in passages spoken with authentic pronunciation at authentic speed.

- **Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.**

Yr 3: Speak with others using simple words and phrases e.g. greetings and basic information about myself. Yr 4: Communicate by asking and answering a wider range of questions, using longer

phrases and sentences. Yr 5: Take part in short conversations using sentences and familiar vocabulary. Yr 6: Use spoken language to initiate and sustain simple conversations on familiar topics or tell stories from their own experience.

- **Speak in sentences, using familiar vocabulary, phrases and basic language structures.**

Yr 3: Say familiar words and short phrases aloud in chorus. Yr 4: Present short pieces of information to another person. Yr 5: Understand and express simple opinions using familiar topics and vocabulary. Yr 6: Present to an audience on familiar topics, e.g. role-play, presentation or reading from a text.

- **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.**

Yr 3: Read familiar words and short phrases aloud in chorus. Yr 4: Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. Yr 5: Read aloud with accurate pronunciation. Yr 6: Read aloud with expression and accurate pronunciation.

- **Present ideas and information orally to a range of audiences.**

Yr 3: Speak with others using simple words and phrases e.g. greetings and basic information about myself. Yr 4: Present short pieces of information to another person. Yr 5: Present to a partner or group using sentences and authentic pronunciation and intonation to convey meaning. Yr 6: Present to an audience on familiar topics, e.g. role-play, presentation or reading from a text.

- **Read carefully and show understanding of words, phrases and simple writing.**

Yr 3: Recognise and understand familiar words and short phrases in written text, e.g. basic nouns and first person, "I" form of simple verbs. Yr 4: Read accurately and understand familiar written words, phrases and short sentences, e.g. in fairy tales or character/place descriptions. Yr 5: Read a variety of simple texts in different and authentic formats, e.g. stories, song lyrics, reading exercises with set questions, emails or letters from a partner school. Yr 6: Read and understand the main points and some specific details in a variety of simple texts in different formats, e.g. stories, reading texts with set questions, emails, the internet and letters from a partner school.

- **Appreciate stories, songs, poems and rhymes in the language.**

Yr 3: Listen and respond to familiar spoken words, phrases and short sentences, e.g. instructions, rhymes and songs. Yr 4: Listen for and identify specific words and phrases in instructions, stories and songs. Yr 5: Listen attentively and understand longer phrases and sentences in lengthier passages. Examples: instructions, fairy tales and stories, songs and extended listening exercises.

- **Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.**

Yr 3: Recognise and understand familiar words and short phrases in written text, e.g. basic nouns and first person, "I" form of simple verbs. Yr 4: Read accurately and understand familiar written words, phrases and short sentences, e.g. in fairy tales or character/place descriptions. Yr 5: Check spellings in a dictionary. Yr 6: Read and understand the main points and some specific details in a variety of simple texts in different formats, e.g. stories, reading texts with set questions, emails, the internet and letters from a partner school.

- **Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**

Yr 3: Write some familiar simple words, e.g. familiar nouns, from memory or using supporting written materials. Yr 4: Write some simple words, phrases and short sentences from memory or using some supporting materials, e.g. a word bank. Yr 5: Compose simple sentences and short paragraphs independently or using supporting materials, e.g. a word bank or writing template. Yr 6: Compose simple sentences and short paragraphs independently or using supporting materials, e.g. word bank or writing template.

- **Describe people, places, things and actions orally* and in writing.**

Yr 3: Write and say some familiar simple words, e.g. familiar nouns, from memory or using supporting written materials. Yr 4: Write and say some simple words, phrases and short sentences from memory or using some supporting materials, e.g. a word bank. Yr 5: Compose simple oral and written sentences and short paragraphs independently or using supporting materials, e.g. a word bank or writing template. Yr 6: Compose simple oral and written sentences and short paragraphs independently or using supporting materials, e.g. word bank or writing template.

- **Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**

Yr 3: Begin to understand the concept of masculine and feminine and how this is shown in the French language. Yr 4: Understand the concept of masculine and feminine gender and which definite and indefinite article le/la/un/une to use with a range of nouns. Begin to understand what a fully-conjugated verb looks like in its different forms for each person. Yr 5: Understand the concept of masculine and feminine gender for nouns and use these correctly with both the definite and indefinite articles a/an and the. Recognise what the different parts of a fully conjugated present simple tense verb look like and know all the personal pronouns I, you, he, she, it, we, they masculine plural and they feminine plural. Yr 6: Understand the concept of masculine and feminine gender for nouns and use these correctly with both the definite and indefinite articles a/an and the. Recognise what the different parts of a fully conjugated present simple tense verb look like and know all the personal pronouns I, you, he, she, it, we, they masculine plural and they feminine plural.

Our Curriculum includes the following themes:

Year 3	Year 4	Year 5	Year 6
Core Vocabulary & Phonetics	Presenting Myself	Pets	Verbs and Grammar
Christmas	Family	The Planets	At School
Animals	Rooms of the House	The Weather	Habitats
Musical Instruments	At the Café	Clothes	World War II
Traditional Tales (Little Red Riding Hood)	The Classroom	The Weekend	Me in the World
Expressing abilities with "Je peux" (I can...)	Traditional Tales (Goldilocks and the Three Bears)	Days, Dates and Months	Healthy Lifestyles

CROSS-CURRICULAR LEARNING

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their French lessons continue to recycle, revise and consolidate previously learnt language whilst building on all language skills: speaking, listening, reading, writing and grammar.

Consistent with our curriculum aims, we identify learning by subject so children know when they are learning MFL (French) This ensures that the integrity of the subject is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

ASSESSMENT AND REPORTING

Assessment of MFL at KS2 is to be based on teacher assessment. The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This is recorded using subject specific statements on our assessment system, Target Tracker. Parent consultations provide a formal opportunity to discuss both progress and attainment and parents also have the opportunity to have a look at the learning that children have been doing in MFL through their books. Pupil annual reports shared with parents in July provide a formal report of attainment in MFL.

Subject Leader Evaluation, overview of Assessment and Monitoring

To ensure best practice, the subject leader has been involved in curriculum review and has worked with the teaching team to ensure that our current curriculum is well-designed to include all the required aspects of MFL, whilst making it relevant to our children in our context. In taking this approach, we capitalise on the locality and learning from direct experiences as far as possible.

To evaluate the impact of the curriculum and the quality of teaching and learning, the subject leader works alongside the senior team to monitor standards of teaching and learning. This is achieved through evidence gathering such as: a structured approach to planning, lesson visits, conversations with teachers, conversations with children together with the outcomes of their learning.

Equality in the curriculum

The two strands to ensuring equality in the curriculum

Equality of access to learning: This means that we have a responsibility to ensure that all children, regardless of their profile, have **access to the same opportunity** to learn within each subject. This means that adaptations need to be made to resources and facilities, ensuring that children feel safe and any barriers to learning are addressed. This is the means to give each child and **equal chance of success**.

Equality as part of the Curriculum: This means that our topics for study reflect the diverse population and that our curriculum supports social inclusion through promoting acceptance and appreciation the differences of ourselves and of others. Our focus on diversity as a driver reflects our commitment to equality. Through valuing diversity, we learn to expect, respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

Children with Special Educational Needs

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full

education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

Gifted and Talented Children

We have a commitment to meeting the needs of all children, including those with an aptitude in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended in this subject through learning challenges to ensure that positive learning and progress is sustained.

Signed: _____ Date: _____
Chair of Learning and Development Team

Linked Documents

Whole School Long Term Curriculum Plan
Year Group Medium Term Curriculum Plans
MFL - Quick Reference Guide including Big Ideas
Language Learning Skills Progression