

Woodlands Primary School



MODERN FOREIGN LANGUAGES POLICY & STATEMENT OF INTENT

Status:	Current	
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Created by Melinda Bradberry	December 2022	
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Statement of Intent

We believe that a Modern Foreign Language (MFL) prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. In order to broaden our children's horizons they need to be equipped with the skills needed in the international workplace. These skills will help them to learn new languages in the future or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

We aim to:

- Foster an interest in learning about other languages and cultures.
- Develop an awareness of the cultural differences and encourage a respectful outlook towards people from other countries.
- Make MFL learning enjoyable and fun.
- Make young children aware that language has a structure, and that the structure differs from one language to another.
- Develop their speaking and listening skills and introduce French phonics to aid in pronunciation and language recognition.

The 2014 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.

Implementation

In KS2 each class has a timetabled French lesson. These lessons are taught by school-based teachers, who are confident in delivering French, during the class teacher's PPA or subject leadership time.

Lessons support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the weekly curriculum content.
- Children develop a positive enthusiastic attitude to MFL learning within a secure, supportive environment.
- Children increase their ability to communicate in a MFL.
- Children develop an awareness of other cultures.
- Children acquire the foundations for future study, especially at KS3.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences, including a 'European Day of Languages' also

ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures. Every class in KS2 has a special French food / drink session where they have a chance to test a variety of French produce and comment on this in French.

Teaching and Learning

French is taught across KS2 following the Language Angels scheme of work. The Language Angels scheme ensures curriculum coverage and progression of skills. The scheme sets end of year and end of unit outcomes that are in line with the National Curriculum. Pupils are provided with interactive and visual resources to aid learning. French books and dictionaries are available in classrooms to embed independent 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).

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs).

We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. 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 develop 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.

Curriculum Organisation

French is taught in KS2, for 30 minutes a week. Lessons are delivered by designated teachers, but individual class teachers can follow up throughout the week providing the constant revision for effective language learning. For example, class instructions (e.g. answering the register and other classroom routines) can be given in French, beyond the weekly French lesson, to develop the children's vocabulary in context.

The school also celebrates the range of languages spoken by the children and their families across the school through an annual 'European Day of Languages'. This runs alongside the French

curriculum. Children learn about where in the Europe each language is spoken, as well as learning key words in these languages.

In KS2, Language Angels supplies the MFL provision to meet the statutory guidance of the KS2 National Curriculum.

***Please refer to the Appendix for further details of Curriculum Coverage.**

Assessment

The children are assessed continually throughout the year, with the designated teacher giving feedback both verbally and through marking.

These, as well as end of topic assessment tasks, inform the specialist teacher's completion of whole school tracking using the INSIGHT online assessment system. INSIGHT is updated at the end of every new term (six times per academic year). This system ensures that assessment informs planning, with objectives requiring further consolidation being quickly identified, and with opportunities for coverage planned for. Progress towards and achievement of these statements is also used to inform end of year reporting on MFL to parents.

Cross- curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** Development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/ spelling links, dictionary work, formation of structures (e.g. singular/ plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types and formation of complex sentences.
- **ICT:** Use of email with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word processing, easy speak microphones.
- **Citizenship:** The multilingual society, knowledge of other countries and cultures.
- **Numeracy:** Counting, calculations, money, time and date etc.
- **Geography:** Work related to studying other countries, weather.
- **Science:** Parts of the body, animals. - Music: Rhyming, rhythm, singing, composition and world music.
- **RE:** Celebration of festivals, storytelling, calendars, customs, international and multicultural work.
- **History:** Study of the history of other countries.
- **Art:** Colours, artists from around the world, descriptions of paintings.
- **PE:** Physical responses to the teachers instructions issued in the language being learnt.

Equal Opportunities

At Woodlands Primary 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 participation in the learning of languages and to be supported in this process.

We teach a modern foreign language to all children. 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. Any child with SEN is actively encouraged to fully participate in MFL lessons with the necessary support. There is great benefit from doing this as it can be a chance to begin something new on a 'level playing field' with the rest of the cohort.

Parents

Parents are encouraged to inform the school about the languages they speak and these can then be added to the list of the languages celebrated through the 'European Day of Languages'.

Parents are always welcome to come and read stories in French and other languages. If they have a particular expertise in languages, we can involve a parent in delivery of lessons/clubs or events.

Role of the Subject Leader

The coordination and planning of the MFL curriculum are the responsibility of the subject leader.

The subject leader's other responsibilities include:

- To ensure a high profile for the subject.
- To plan and regularly update the MFL Subject Action Plan.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each year group and that these are integral to the programme of study and secure at the end of each age phase.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the MFL curriculum has a positive effect on all KS2 pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- Assessment - The leader will use the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for MFL (providing appropriate support and challenge) and ensure that they meet with the subject leader at least three times every academic year (once every old term).

Appendix:

Term	MFL: Year 3 topics	
1	La phonétique	Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: CH, OU, ON, OI
2	J'apprends le Français	Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French
3	Les animaux	Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better that articles/determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).
4	Les instruments	Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.
5	Je peux...	Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux...
6	Les fruits	Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.

Term	MFL: Year 4 topics	
1	La phonétique	Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: I, IN, IQUE, ILLE
2	Je me présente	Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.
3	La famille	Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

4	Chez moi	<p>Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home.</p> <p>Ask somebody else in French what rooms they have or do not have in their home.</p> <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>
5	Au café	<p>Order from a selection of foods from a French menu.</p> <p>Order from a selection of drinks from a French menu.</p> <p>Order a French breakfast.</p> <p>Order typical French snacks.</p> <p>Ask for the bill.</p> <p>Remember how to say hello, goodbye, please and thank you.</p>
6	En classe	<p>Remember and recall 12 classroom objects with their indefinite article/determiner.</p> <p>Replace an indefinite article/determiner with a possessive adjective.</p> <p>Say and write what they have and do not have in their pencil case.</p>

Term	MFL: Year 5 topics	
1	La phonétique	<p>Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: É, E, È, EAU, EUX</p>
2	As-tu un animal?	<p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>Tell somebody in French if they have or do not have a pet.</p> <p>Ask somebody else in French if they have a pet.</p> <p>Tell somebody in French the name of their pet.</p> <p>Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”).</p>
3	La date	<p>Remember, recall and spell the seven days of the week.</p> <p>Remember, recall and spell the twelve months of the year.</p> <p>Remember, recall and spell numbers 1-31.</p> <p>Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</p> <p>Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</p>
4	Les vêtements	<p>Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes.</p> <p>Use the verb PORTER in French with increasing confidence.</p> <p>Say what they wear in different weather/situations.</p> <p>Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p>
5	Quel temps fait-il?	<p>Repeat and recognise the vocabulary for weather in French.</p> <p>Ask what the weather is like today.</p> <p>Say what the weather is like today.</p> <p>Create a French weather map.</p> <p>Describe the weather in different regions of France using a weather map with symbols.</p>
6	Les saisons	<p>Recognise, recall and remember the four seasons in French.</p> <p>Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French and attempt to say why using the conjunctions ‘et’ and ‘car’.</p>

Term	MFL: Year 6 topics	
1	La phonétique	Introduce the fourth and final set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: QU, GNE, Ç, EN, AN
2	A l'école	Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.
3	Le week-end	Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.
4	Moi dans le monde	About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).
5		
6	Grammar	Indefinite article Definite article Partitive articles Nouns Adjectival agreement Possessive adjectives