

Woodlands Primary School



MODERN FOREIGN LANGUAGES POLICY & STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:	January 2020	
Created by Sue Dawson	January 2020	
Review by Curriculum Committee:	January 2022	2 years

1. Curriculum Statement

Intent

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.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Woodlands Primary we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

In KS2, each class has a timetabled French lesson and these lessons are taught by a specialist French teacher.

Lessons across Key Stage 2 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.
- To increase the children's ability to communicate in a MFL.
- To help children develop awareness of other cultures.
- To lay 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.*

*Please refer to the Curriculum Coverage Appendix for further detail.

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).

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.

3. Assessment

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

Achievement of these is then verified by the specialist teacher, with reference to the outcomes of work and responses during lesson. These, as well as regular assessment tasks, inform the specialist teacher's completion of whole school tracking using the INSIGHT online assessment system. This system is updated regularly 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, 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.

4. Organisation

French is taught as part of the weekly timetable in KS2. The language is taught by a specialist but individual class teachers can follow up throughout the week providing the constant revision required for effective language learning. For example, class instructions (eg. 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.

KS2

In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum.

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 definite and indefinite articles, gender of nouns, singular and plural forms of noun, adjectival agreement 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.

5. 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.

6. Inclusion

At Woodlands Primary, 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.

7. 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 of 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).

8. 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.

Appendix:

Key Skills Acquisition Ladder Modern Foreign Languages KS2:

Year 3		
Modern Foreign Languages		
Listen attentively to spoken language and show understanding by joining in and responding		
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*		
Appreciate stories, songs, poems and rhymes in the language		
Autumn Term	Spring Term	Summer Term
Numbers to 50, and in 5s Months of the year Days of the week Animals in the zoo La Nativite	Weather survey – Do you like snow? Numbers to 100, and in 10s Story: La Grande Crepe	Geography of France – shape L'hexagon ,neighbours, seas Contents of pencil case Tasting French drinks – limonade, sirop diablos, orangina Number consolidation

Year 4		
Modern Foreign Languages		
Development of all of the Year 3 skills plus:		
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		
Speak in sentences, using familiar vocabulary, phrases and basic language structures		
Autumn Term	Spring Term	Summer Term
Am Stramme Gramme (pronunciation) French Alphabet Quelle est la date de ton anniversaire? Mon anniversaire c'est le..... Vive le vent	Revision and consolidation of previous work, plus: The Body – eye and hair colours Geography of France – rivers and cities Story:Trop de Blabla	Zoo animals. Revise colours and placing of adjectives Names of sports /activities Tasting of French breads

Year 5**Modern Foreign Languages**

Consolidation of the Year 3 and Year 4 skills.

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

Present ideas and information orally to a range of audiences*

Read carefully and show understanding of words, phrases and simple writing

Autumn Term	Spring Term	Summer Term
Town – streets and shops Chanson de Non-sens (pronunciation) Mon Beau Spain	Revision and consolidation of previous work, plus: Weather Weather and activities La Tete, epaules, genoux et pieds Houses, and rooms La chanson de Non-Sens, part 2	Modes of transport. Getting to school French breakfast

Year 6**Modern Foreign Languages**

Continue to consolidate and develop previous skills taught throughout Key Stage 2.

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

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

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.

Autumn Term	Spring Term	Summer Term
ER verbs – pronouns and endings Adding an adverb to ER verbs Towns – how to find your way Revision of houses/rooms Making a Carte de l'an	Weather statements – with map of France La Tete, epaules, genoux et pieds Dictionary – parts of the head La Chanson de Non-Sens, part 2	Paris ER verbs revision, ER verbs questions and commands Tour de France – research on computers Cheese tasting