Modern Foreign Languages Policy

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Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage Two. Raddlebarn Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils.

'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.'

Purpose of Study, National Curriculum, September 2014

Teaching and Learning Overview

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Organisation & Delivery

French is taught in a whole-class setting by the class teacher or PPA teacher for 30 minutes a week. Teachers plan their lessons using the *Language Angels* scheme of work and can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate

different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated written activities. Worksheets (at three different levels of challenge) are provided throughout each teaching unit.

Each lesson will focus on a combination of the 5 key language learning skills: speaking, listening, reading, writing and grammar. Quick quizzes are used to help pupils retain the new vocabulary they have learned. For each topic, there is a speaking, listening, reading and writing quiz. In this way, pupils are repeatedly exposed to all four elements of language learning and new vocabulary is kept at the forefront of their mind.

Below is an outline of the coverage within KS2. Units of work progress from early language level in Year Three, through to intermediate language level in Years Four/Five and progressive level in Year Six.

	Year 3	YEAR 4	YEAR 5	YEAR 6
Autumn One	I'm learning French	The Weather	The Olympics	World War Two
Autumn Two	Core Vocab*	Presenting myself	At Home	Habitats
Spring One	I can…	Family	The Planets	At school
Spring Two	Animals	Core Vocab*	Clothes	The Weekend
Summer One	Little Red Riding Hood	Pets	Core Vocab*	Healthy Lifestyles
Summer Two	Fruits	The classroom	At the Café	Core Vocab*

Core Vocabulary:
*Year 3: Phonetics, Colours, Commands, Numbers 1-10, Christmas
*Year 4: Numbers 1-20, Days of the week, Recap colours, Months, Phonetics: letter strings and accents
*Year 5: Numbers 1- 100, Phonetics: Alphabet and Nasal sounds.
*Year 6: Verbs and Grammar.

Cross Curricular Approach

The subject coordinator will encourage cross-curricular topics to be taught in French to knit together various areas of the curriculum and ensure a connectedness of the curriculum, for example, *The Planets* in Year 5. The subject coordinator will also promote class assemblies and presentations in French where appropriate. Enrichment experiences, such as celebrating French holidays, tasting French food and learning French songs are in place to raise the profile of Modern Foreign Languages.

Raising Cultural Awareness

MFL is so much more than just learning a language, it's about teaching our pupils to appreciate and respect that we live in a multicultural world. It's encouraging pupils to be curious about the world around them and take interest in other countries and cultures. In fact, the National Curriculum states that, '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'. To this end, we include cultural lessons as part of our MFL teaching – these have been mapped out on a progression map by the subject coordinator and contain a different cultural aspect.

Inclusion

At our school, we teach French to all pupils, whatever their ability and needs are. Our French Curriculum is broad and balanced, and teachers make adaptations to lessons and provide appropriate challenge to ensure all pupils (including those with SEND) are able to make progress.

The role of the French Coordinator

- Ensure the implementation of the MFL policy consistently throughout the school.
- Oversee the coverage and delivery of lessons.
- Ensure all of the cultural lesson are delivered.
- Provide advice and support for staff when requested.
- Monitor and review on-going assessments.
- Monitor the standards of children's work and the quality of French teaching in school.
- Organise and adapt resources to support the school French policy and scheme of work.
- Keep informed about current developments in French and attend training sessions offered

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Monitoring and evaluation

Informal assessment of progress will be made by the teacher during lessons through questioning and oral feedback, and a summative assessment will be reached by the class teacher at the end of the school year. The subject coordinator and class teacher will together monitor the learning and progression made by pupils across the key stage.