



Neville's Cross Primary School & Nursery

MFL (French) Policy

Date of policy: January 2023

Review date: January 2025

'Neville's Cross is an inclusive family where all are nurtured to become creative, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.'

MFL

At Neville's Cross, our curriculum is designed for our KS2 children to follow the Language Angels French teaching program. It is our intent that pupils make sense of their place in the wider world. Each French project begins with introducing key vocabulary and leads to oral and written work. The starting point is always to refer to previous learning then French vocabulary is explicitly shared to ensure children are equipped with a practical tool kit to be a linguist. Our French curriculum incorporates the understanding of French so that children know more, remember more and understand more. As a result, children will develop the knowledge to be able to communicate in another language other than English. Our French program of work enables pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners. We take part in European languages Day in KS2 and a Whole School Languages Day. Eg Bastille Day, Francophone day. Our curriculum is organised on a 2-year roll and carefully planned so that children have opportunities to revisit and review previous learning whilst acquiring new knowledge and skills.

Our Aim:

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their 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

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English.

Curriculum Organisation

Foundation Stage & Key Stage 1

At Neville's Cross we believe that early exposure to languages and different cultures is key and so encourage the language learning process from Reception. Each class teacher is encouraged to use simple greetings in different languages during registration. KS1 and EYFS join in with a school languages day every year. Eg. Bastilles Day & Francophone Day.

Key Stage 2

French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work on a 2-year rolling program 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. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Our Approaches

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

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.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board.

Approaches to celebrate the international dimension

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. Learning French, and learning about the countries where it is spoken, are also intended to promote aspiration for travel and a broadening of life experience. We take part in European Languages day in September in KS2 and a whole School languages day in the Summer term. Through cross-curricular lessons as part of the Language Angels compare and contrast festivals and traditions celebrated in the UK and France. Eg, Halloween, Christmas and Easter.

Progression

Please refer to our specific progression documents for MFL to see details of the content and skills taught from Year 3 to Year 6.

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to Seesaw.

Information about pupil's individual Learning & Progression and skills progress can be shared with their secondary school at time of transition.

Assessment

Key Stage 1 and 2 assessment

Assessment in MFL is carried out termly for each KS2 pupil by the class teacher and communicated directly to the MFL coordinator. The assessment rates a child according to their development within their year group and takes the form of ARE (at age-related expectation), ARE+(above ARE) or >ARE (below ARE).

Marking

Marking in French is in accordance with the school's Marking Policy.

Equality and SEND:

- All children are given access to a broad and balanced French curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in I.E.P's.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under the direction of the class teacher. A range of literacy intervention programs run throughout Key Stage 1 and 2 for those who need extra help.