



Broomhaugh and Corbridge

Church of England

First Schools

Modern Foreign Language

French

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'

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MFL Lead

This policy applies to all staff, pupils and volunteers across Reception to Year 4. The Headteacher and MFL Subject Leaders are responsible for policy implementation and for ensuring staff receive appropriate training. Class teachers are responsible for appropriate implementation; support staff must follow agreed modelling when working with pupils. Governors (or the governing committee) will receive a biennial report on MFL standards as part of MFL curriculum monitoring.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2. The Federation of Broomhaugh and Corbridge Church of England First Schools have adopted a whole school approach to the teaching of French taught to all KS2 pupils.

Although learning a language is not compulsory in Early Years and Key Stage 1, these phases will be introduced to **Core Vocabulary** as outlined in the curriculum to introduce age-appropriate language. Song and practical conversation will play a large part of developing this vocabulary - timetabled sessions will not be required in all classes.

Aims

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. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

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.

Organisation & Delivery

French is taught in a whole class setting by the class teacher. 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. SEN children have access to the curriculum through variation of task, grouping or support from an adult. Each class has a timetabled lesson of thirty minutes per week. 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 desk-based consolidation activities
- Worksheets (at three different levels of challenge) are used in class or can be sent home to be completed as a homework exercise when deemed appropriate.

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

Below is an example outline of the units we will cover throughout KS2:

Term	First Year of Language (Y3/YA)	Second Year of Language (Y4/YB)
Autumn	Core Vocabulary * & Phonetics	Presenting Myself
	I'm Learning French	Family
Spring	Animals	The Tudors or Habitats (Intermediate Version)
	Musical Instruments	At The Café
Summer	Little Red Riding Hood or Ancient Britain	The classroom
	I Can...	Goldilocks

* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Evidence of Teaching & Learning

Where appropriate worksheets completed by the children may be kept in files 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.

Assessment of Pupil Learning & Progression

At the end of each half termly topic, teachers conduct an end of unit skills assessments following whole school policy. Informal observations are also obtained throughout. This assessment tracking tool enables teachers to record, analyse and interpret data to demonstrate class and individual progress against the DfE skills objectives.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via observations with feedback given to teachers delivering foreign language lessons. The class teacher will together monitor the learning and progression made by pupils across the key stage and report this to the Subject Leader. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding in MFL.

Where pupils have identified additional needs, class teachers and the SENCo will offer support as appropriate, referring to the adapting and enabling document.

This policy will be reviewed every two years by the MFL Subject Leader and approved by the governing body. Annual monitoring outcomes will be reported to the Curriculum Committee and summarised in the Headteacher's report to governors.