



# Ireby Church of England Primary School

## Modern Foreign Languages Policy

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Signed by:

\_\_\_\_\_  \_\_\_\_\_ Head Teacher

Date: 2<sup>nd</sup> October 2022

Next review date: October 2024 or sooner if required

School Governance:

Responsibility of the school leadership

## **Modern Foreign Languages (French)**

### **Christian vision: 'Created to do Good' Ephesians 2:10**

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them. We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

### **Our Aim**

To build our children's French skills and knowledge so that they achieve specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

### **Intent**

Our French curriculum aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.

Through our curriculum, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Our French curriculum supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

### **Implementation**

Our French curriculum is designed with three knowledge strands that run throughout our units with knowledge building cumulatively. These are:

- Phonics
- Vocabulary
- Grammar

This knowledge can then be applied through:

- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

Our curriculum covers all aspects of the National Curriculum.

Our Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through our French curriculum, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. Our curriculum provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

Our curriculum is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work.

Our scheme of work focuses on developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on to support pupils with phoneme pronunciation in French.

In order to help pupils, retain their French learning, we incorporate French into the classroom environment every day through labelling and discussion.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Lessons include teacher videos to develop subject knowledge and support ongoing CPD.

Implementation of French will be in-line with our [Curriculum intent, implementation and impact policy](#).

## **Impact**

The impact of our MFL (French) curriculum is constantly monitored through both formative and summative assessment. Every lesson we teach has a clear Learning Objective and success criteria against which assess. We use a variety of teaching strategies such as quizzing, questioning and feedback (see our teaching and learning policy) to inform our assessments.

After the implementation of French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of completing our French curriculum is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the National curriculum for Languages.

### **Timetabling and organisation**

At Ireby Church of England School we teach French to children across Key Stage 2.

Key Stage 2 is taught as one class and the curriculum is delivered through a weekly 1-hour lesson. MFL is focussed on:

- understanding and responding to spoken and written language from a variety of authentic sources
- speaking 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
- writing at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discovering and developing an appreciation of a range of writing in the language studied

MFL (French) is taught by a qualified teacher. We invest in equipment and resources, including continued professional development, to support the delivery of our curriculum.

## End points

Our MFL curriculum supports every child to reach a required 'end point' by the end of Key Stage 2. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

### End Points for the end of lower Key Stage 2:

<b>Read Fluently</b>	
	Read and understand the main points in short written texts.
	Read short texts independently.
	Use a translation dictionary or glossary to look up new words.
<b>Write Imaginatively</b>	
	Write a few short sentences using familiar expressions.
	Express personal experiences and responses.
	Write short phrases from memory with spelling that is readily understandable.
<b>Speak Confidently</b>	
	Understand the main points from spoken passages.
	Ask others to repeat words or phrases if necessary.
	Ask and answer simple questions and talk about interests.
	Take part in discussions and tasks.
	Demonstrate a growing vocabulary.
<b>Understand the culture of the countries in which the language is spoken</b>	
	Describe with some interesting details some aspects of countries or communities where the language is spoken.
	Make comparisons between life in countries or communities where the language is spoken and this country.

### End Points by Upper Key Stage 2

<b>Read Fluently</b>	
	Read and understand the main points and some of the detail in short written texts.
	Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.
	Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.
	Show confidence in reading aloud, and in using reference materials.
<b>Write Imaginatively</b>	
	Write short texts on familiar topics.
	Use knowledge of grammar to enhance or change the meaning of phrases.
	Use dictionaries or glossaries to check words.
	Refer to recent experiences or future plans, as well as to everyday activities.
	Include imaginative and adventurous word choices.
	Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).

<b>Speak Confidently</b>	
	Understand the main points and opinions in spoken passages.
	Give a short prepared talk that includes opinions.
	Take part in conversations to seek and give information.
	Refer to recent experiences or future plans, everyday activities and interests.
	Vary language and produce extended responses.
	Be understood with little or no difficulty.
<b>Understand the culture of the countries in which the language is spoken</b>	
	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
	Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

### Our Curriculum design

MFL is planned on a four-year rolling programme for Key Stage 2. Units are sequenced in order to support our Christian vision and aims i.e to build knowledge and skills, commit these to memory and reach identified 'end points'.

### Key Stage 2 (Four-year rolling programme)

Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Getting to know you	All about me	Food, glorious food	On the move	Where in the world?	Holidays and Hobbies
Cycle B	Family and Friends	Our School	Time	All around town	Going Shopping	What's the time?

Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Pleased to meet you	That's tasty	School life	Let's go shopping	All in a day	Our precious planet
Cycle B	All about ourselves	Family and friends	Time travelling	Let's visit a French town	This is France	More to explore

### Curriculum design rationale for the sequence of learning

Units of French are carefully sequenced in order to support our aim to build children's French skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

### **Monitoring and evaluation of effectiveness of this policy**

The headteacher and MFL subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

<b>Activity</b>	<b>Frequency</b>
Lesson observations	Our MFL leader will sample lessons during the year
Pupil voice	Samples on MFL during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

**Monitoring and review of this policy**

Senior leaders monitor the school's MFL policy and carry out reviews so that we can take account of new initiatives and research, changes in the languages curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.