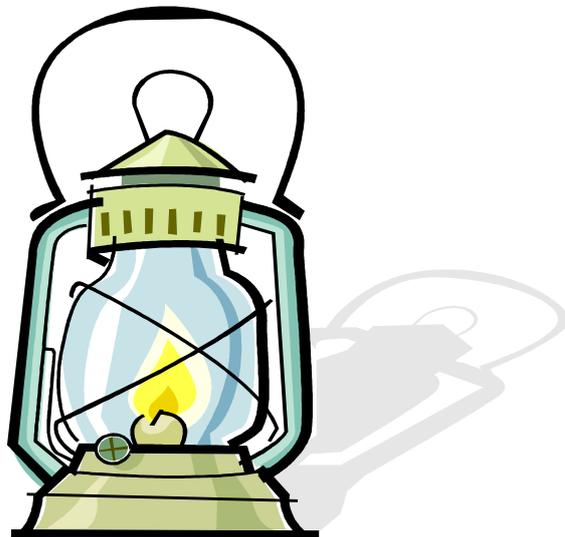




Modern Foreign Language (MFL) Policy



Autumn 2021



“Shine like a lantern in the presence of the Lord.”

CONTENTS

Purpose	3
Rationale	3
Intent	3
Speaking and Listening	4
Reading	4
Writing	4
Curriculum and Time Allocation	4
Staffing	5
Cross Curricular Links	5
Teaching Style	6
Teaching Plans	6
Implementation and Progression	6
Equal Opportunities and Special Educational Needs	7
Impact	8
The Role of the Coordinator	8
Resources	8
Appendix 1 – Long Term Curriculum Plan	10
Appendix 2 – Skills progression	11

Purpose

This policy document sets out aims, principles and management of the teaching and learning of all aspects of the Modern Foreign Languages entitlement. This policy is intended to be used in conjunction with Key Stage 2 Framework for languages and Language Angels, the scheme of work for French, which gives details of what pupils in each age group will cover.

Rationale

In our school we teach French in Key Stage 2 as part of the curriculum. We teach French because:

- We believe that learning a modern language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others
- We believe that learning the basics of a foreign language helps pupils to extend and develop their confidence and communication skills and a positive attitude towards diversity within society

Intent

The overall intentions of teaching Modern Languages is to enrich learning for all pupils by:

- Developing listening skills and phonological awareness
- Exploiting cultural links and experiences when opportunities arise
- Promoting positive attitudes towards language learning through a range of learning activities
- Giving pupils the opportunities to work independently, in pairs or in groups to practice using the foreign language
- Increasing pupils' linguistic skills and competence through regular timetabled MFL sessions
- Developing the range of spoken language and provide a greater understanding of language structure

In order to meet our intentions, the children will be given opportunities to:

- Learn in a non-threatening environment which builds upon positive achievements
- Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning
- Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers
- Apply their learning by reproducing sounds themselves and creating phrases and sentences
- Begin to recognise and read words that they have already encountered in the development of their oracy skills
- Practice and perform their new language skills to their peers
- Write simple words and phrases using a model and, with increased competence, write sentences on a range of topics, some from memory
- Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s)
- Gain an understanding of another culture and learn to look at things from another person's perspective
- Show an awareness of the similarities and differences between people and appreciate the diversity of languages spoken within the school
- Use their knowledge about the way language works and apply their knowledge when learning a new language
- Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

Speaking and Listening

The pupils will be given the opportunity to:

- Become competent in the fluency of French phonics to increase pronunciation accuracy
- Make comparisons between English and French phonetic pronunciations
- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions

Reading

The pupils will be given opportunities to:

- Read and listen to stories for enjoyment and practice vocabulary
- Read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.

Writing

The pupils will be given opportunities to:

- Copy, write and independently spell high frequency words in Key Stage 2 e.g. days, months, names, numbers, age, etc.
- Record key vocabulary in their workbooks for future reference
- Complete one piece of written work each half term in relation to their topic of study.

Curriculum and Time Allocation

Currently French is the only modern foreign language taught at St Bede's and is taught in Key Stage 2 only. In French pupils are taught specific skills, concepts and vocabulary in a weekly 30 minute lesson.

Our aim is to deliver the requirements of the Key Stage 2 Modern Foreign Language framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Curriculum Map for French outlines which topics are covered each year by year group. All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons.

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

- 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
- 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
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing
- 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.

Staffing

French is taught by class teachers.

Cross Curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences.

Computing: use of e-mail and video conference with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.

PSHE: the multilingual society, knowledge of other countries and cultures.

Mathematics: counting, calculations, the time and the date, money.

Geography: work relating to the study of other countries, points of the compass, weather.

Science: work on parts of the body, animals.

Music: rhyming, rhythm, singing, composition, world music.

RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs.

History: work relating to the study of other countries, family trees of famous people.

Art: descriptions of paintings.

PE: physical responses to the teacher's instructions issued in the language being learnt.

Teaching Style

At St. Bede's' teaching of Modern Foreign Languages will include:

- Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning
- Adopting a communicative and interactive approach with an emphasis on a kinaesthetic learning style
- Presenting a language model for oracy and literacy skills
- Practising and producing language individually, in pairs and in groups
- Using a variety of learning activities including songs, games, role-play, drama and interactive devices
- Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language
- Exploration of the differences and similarities between the new language and any language they already know
- Exploration of cultural aspects of Francophone speaking countries.

Teaching Plans

Modern Foreign Language plans and objectives are produced by Language Angels. The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Lesson plans are suitable for both specialist and non-specialist teachers and come with resources and sound file support. Lesson plans are accompanied by Teacher Support Notes to enable the teacher to deliver the lesson to the best of their ability.

Implementation and Progression

Progress and continuity are ensured by following a carefully planned programme of work for pupils throughout the school. Pupils will be given opportunities to reuse, in an increasing range of contexts, the structures and skills taught. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Oral activities such as songs and rhymes will be used throughout the course, but vocabulary will be extended and reading and writing activities will be introduced. As pupils progress there will be opportunities for more independent manipulation of language.

Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

At St. Bede's implementation of Modern Foreign Languages will include:

- Each unit and lesson will have clearly defined objectives and aims
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons within a unit, they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Equal Opportunities and Special Educational Needs

Staff at St Bede's Catholic Primary School and Nursery are committed to equal opportunities. All pupils will have equal access to whole class activities and to opportunities to practice what they have learnt in lessons, regardless of ability, ethnicity or faith and background. Communication will be valued at all levels of achievement.

In oral activities there is differentiation by outcome. A range of follow up activities will allow for differentiation in reading and writing tasks. At the early stages of language learning the emphasis is on copy writing but pupils will also be given opportunities to use the language creatively for themselves.

Impact

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) to be able to provide reference points against which learning and progression in each skill can be demonstrated. The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Parents will be kept updated on initiatives in MFL taking place in the school and they will be encouraged to get involved when appropriate. As in other subject areas, MFL is part of our formal reporting procedures within Key Stage 2.

The Role of the Coordinator

The main task of the coordinator is to promote the enjoyment of language learning to all students and staff and improve the quality and continuity of Modern Foreign Language teaching in the school.

The coordinator is responsible for:

- Supporting and working with colleagues, and keeping them informed of developments in the teaching of MFL
- Monitoring progress in MFL and discussing issues as they arise
- Monitoring of teaching and learning
- Providing advice about the MFL policy and teaching scheme
- Advising on the use of classroom resources
- Keeping up-to-date, through reading and attending relevant courses, and by developing links with the external agencies
- Organising a French theme day to boost morale for staff and maintain interest for pupils. This allows them the opportunity to communicate their learning across year groups.

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. Resources are constantly being updated and added to.

French lessons include:

- PowerPoints and interactive whiteboard materials

- Interactive games (which pupils can access from home to consolidate their learning)
- Songs and 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
- Pupils have home access to complete the games assigned by the class teacher which correlate with the unit they are studying in school.

Appendix 1 – Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonics	I'm Learning French	Les Salutations	I can...	Little Red Riding Hood	Animals
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Phonics	Presenting Myself	The Classroom	At The Café	Family	Goldilocks
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Phonics	Do you have a pet?	The Weather	Clothes	What is the date?	Habitats
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Verbs and Grammar	Phonics	The Weekend	At School	The Planets	Healthy Lifestyles

Appendix 2 – Skills progression

Skills	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
Speaking	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>

<p>Reading</p>	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p>
<p>Writing</p>	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). □</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>