

St Margaret's CE Primary School



MFL (French) Policy 2021

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1. INTENT

Aims

St. Margaret's CE Primary intends to use the Language Angels scheme of work and resources to ensure that a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes will be offered. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all pupils will 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.

Principles

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

2. IMPLEMENTATION

Roles, Responsibilities and Resources

The subject leader oversees and manages MFL. The subject leader has an overview of how French is taught across KS2 , advises and supports staff with their understanding whilst ensuring that the subject is sufficiently resourced. The subject leader is responsible for monitoring standards in the subject , both with the children's learning and knowledge and how the subject is taught in the classroom , keeping up to date with both National and County priorities.

Organisation

All KS2 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 French through regularly taught and well-planned weekly lessons by Key Stage 2 non specialist class teachers and/or non-specialist non- teaching staff.

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.

All teachers will know where every child is at any point in their foreign language learning journey.

Planning and content

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) 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.

Language Angels are categorised by '**Teaching Type**' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Links with other subjects

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their French lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a **Progression Map** and **Grammar Grid** to ensure all children are progressing their French language learning skills and are taught the appropriate

grammar at the right time in their French language learning journey. Grammar rules and patterns will be taught by level of challenge:

Knowledge and skills

The school has a **unit planner** in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. 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.

- 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 in 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.

Wider opportunities

French is used at varying times of the day – the date written in French for example, the register called in French. Opportunities to celebrate the culture, feast days and the links between Britain and France are available in the Units for example Poisson d'avril, Moi Dans Le Monde, Le Carnaval de Nice. Opportunities to use the language learned is used in practical situations throughout the year.

Inclusion and Extension

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) 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

Homework

Children in KS2 have access to the Language Angels website and can be assigned activities as part of their home learning which consolidates the work covered in school.

Health and Safety

Teachers expect the children to work safely when handling any resources made available to them and act appropriately to their age range.

3. IMPACT

Marking and assessment

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 MFL 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. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in French. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Monitoring and evaluation

The subject leader , along with SLT ,is responsible for monitoring the standards of MFL (French) across KS2 by looking at planning, children's books, learning walks and observation of classroom practice.

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Children are expected to make good or better than good progress in their French language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

Reporting to parents and governors

Subject leaders are required to feedback to the curriculum governors every year.

All KS2 teachers are required to discuss the children's progress in MFL French with parents as part of the consultation evenings (twice a year) and through annual reports which outline the children's efforts and attainment.