



St. James' Church of England Primary School


**'Building One Faith, One
Family,
Our Future'**

MFL Policy

Written by H.Pearson – Spring 2023
Approved by Governors – Spring 2023

Review Date – Spring 2026 (Standards Committee)

Foundation, Vision and Intent



St James' Lower Darwen
Church of England Primary School

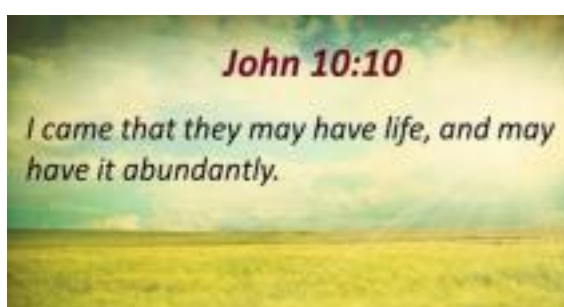
"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT
through
ENRICHMENT THE NATIONAL CURRICULUM SKATS

FORGIVENESS COMPASSION
LOVE TRUTH JUSTICE

Jeremiah 29:11 **John 10:10**



We want our children to know that **God has a plan for them** that means **they live their best life possible.**

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the spiritual **development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

Vision

Learning a modern foreign language - in our case, French, is integral to the nurturing and developing of all round global citizens within a multilingual and multicultural context which embraces and promotes all the Christian values of St James'.

The learning of French enhances pupils' sense of responsibility towards and the understanding of other cultures with respect and tolerance and is an ideal vehicle for continuing this as our children's education progresses.

We teach using a range of strategies, experiences and activities including songs, games and role-play which can offer further insight into the importance of language and heritage to different cultures. One of the core elements of the MFL curriculum is Intercultural Understanding which itself implies the development of empathy towards people of other nations. Integral to this is the learning about different Christian festivals such as Christmas and Easter and the comparison of how we celebrate them and how they are celebrated in France. The learning of French also helps to develop a self awareness and reflection when comparing our own lives and experiences with other cultures through language and communication.

"There are doubtless many different languages in the world and none is without meaning"
1 Corinthians 14:10

Introduction and Purpose of Study

This policy sets out the school's vision, aims and strategy for the teaching and learning of French. It is aspirational and forms the basis for the development of French at St James for the next three years.

" Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Context

MFL have been taught at St James for several years and have, historically, included French and more recently Spanish. The first language of the majority of pupils in school is English. There are also a number of pupils who have other languages as their first language - we make regular references and connections with these and embrace them as integral to the identities of our pupils. We currently teach French at Key Stage 2

Vision and Rationale for teaching French at St James'

At St James' we believe that the learning of a modern foreign language, namely French, provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills with links made to all other subjects in school to enable deeper understanding of language learning within a meaningful context which includes relevance to their own lives. It is also taught within the school's overall Christian vision, the current strategic

journey for the school (School Development Plan) and other targeted areas such as Oracy, Outdoor Learning, learning through fun and the development of well being.

General Aims for MFL

Our aims for MFL teaching and learning are informed by 2014 National Curriculum requirements for KS2, ongoing research into criteria which is deemed as high quality MFL provision (e.g, local authority guidelines, CPD courses, Ofsted guidance) and, significantly, the responses, suggestions and interests of the children - this makes the French curriculum bespoke to St James' and relevant for its pupils.

Within this context the broad aims are to:

- foster an interest in learning another language;
- develop speaking and listening skills;
- apply and develop their knowledge and understanding of language learning;
- gain pride, confidence and enjoyment with a sense of achievement and progress;
- explore their own cultural dynamic and compare this to those around them;
- increase pupils' personal aspirations.

Specific Aims for St James' Pupils

Develop a love of language learning and make learning and experiencing French relevant, meaningful, engaging and fun by:

- letting the children know what's in it for them;
- engaging their interest by making comparisons with their own daily lives;
- allowing them to discuss, exchange and apply their own chosen learning strategies by equipping them with a variety of language learning skills and also making connections with other subject areas and strategies;
- helping them find an interest or a strength they didn't know they had;
- equipping them with a range of skills as language learners which can be applied in various other contexts;
- developing confidence to speak, listen, read and write in French, setting them up for success in further language learning at KS3;
- ensuring they have a good grasp of key, age-appropriate grammatical concepts as well as a good grounding in phonics and a bank of key vocabulary, which is revisited regularly to ensure retention;
- enabling pupils to be active in their learning styles, offering opportunities for feedback from pupils to inform curriculum planning.

2014 MFL National Curriculum:

Pupils should be taught 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, including through using a dictionary;

- 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.

The aims are to be delivered through **Speaking and Listening (Oracy)** objectives and activities, **Reading and Writing (Literacy)** objectives and activities and also **Intercultural Understanding** objectives and activities.

Curriculum Planning and Implementation - The Three Pillars

The MFL curriculum also has two main strands - **Knowledge about Learning** and **Language Learning Strategies**.

The main content sequence and planned progression, however, focuses on the three main pillars of progression associated with MFL teaching and learning which are **phonics, grammar and vocabulary** and the interplay between them. OFsted language research review, Jan 2021 states that the three pillars “underpin the learning which is essential for all the benefits of language to be unlocked.”

Curriculum - Current Scheme of Work 2022/23

At St James’, we currently follow a scheme of work devised and delivered by Mrs Pearson which is loosely based on the Planit Scheme of Work but is adapted for St James’ pupils. It is a coherent and progressive scheme of work and adheres closely with the coverage of National Curriculum statutory guidance.

The broad aims of the National Curriculum have been carefully applied and broken down further into specific details for each year group appropriate to ability and progression. Recap and revisiting of concepts have also been carefully planned in order to activate prior knowledge, make connections and embed new learning more effectively.

Here is the current overview of content covered for all year groups, appropriately differentiated - 2022/23.

Autumn		Spring		Summer	
	<p><u>Getting to know you</u> What do we know already? Greetings. What’s your name? How are you? Classroom instructions. Numbers Joyeux Noël</p>	<p><u>All About Me</u> How old are you? Birthdays What time is it? Times of the day Body parts (1) Body parts (2)</p>	<p><u>My life</u> Colours Monsters Foods Breakfast Table Etiquette Restaurant Role Play</p>	<p><u>Friends and family</u> Days of the week Family Family Animals Pets</p>	<p><u>School</u> In the classroom. In my pencil case. School subjects. Hobbies</p>

From September 2023, the school will follow the KAPOW published scheme and will be delivered by class teachers.

Implementation of the Kapow Scheme from Autumn 2023

In terms of content, in the year 2022/23, all classes will cover the Year 3 content devised by Mrs Pearson and differentiation will be planned and delivered in terms of the introduction of some extra vocabulary and more complex grammar and phonics where appropriate.

In 2023/24

Year 3 will follow the Year 3 Kapow Programme of Study

Years 4,5 and 6 will follow the Year 4 Programme of Study, appropriately differentiated.

In 2024/25

Year 3 will follow the Year 3 Programme of Study

Year 4 will follow the Year 4 Programme of Study.

Years 5 and 6 will follow the Year 5 Programme of Study, appropriately differentiated.

In 2025/26

Year 3 will follow the Year 3 Programme of Study

Year 4 will follow the Year 4 Programme of Study.

Year 5 will follow the Year 5 Programme of Study

Year 6 will follow the Year 6 Programme of Study.

Kapow French Content Overview – introduced in 2023/2024 and established by 2025/2026

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	French greetings with puppets.	French Adjectives of colour, size and shape	French playground games- numbers and age	In a French classroom	French transport	A Circle of life in French
Year 4	Portraits - Describing in French	Clothes – getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food – Miam! Miam!	French and the Eurovision Song Contest
Year 5	French monster pets	Space Exploration - in French	Shopping in France	French speaking world	Verbs in a French week	Meet my French family
Year 6	French sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	

Progression of Skills, Knowledge and Understanding

Progression of skills and knowledge	Year 3	Year 4	Year 5	Year 6
Oracy - Speaking and Listening	<p>Listen, join in and respond to simple rhymes, stories and songs.</p> <p>Be able to respond correctly to 5 classroom instructions and understand praise words.</p> <p>Say hello, my name, how are you? and how I am feeling.</p> <p>Begin to pronounce French words and phrases with improving intonation.</p>	<p>As Year 3 plus:-</p> <p>Memorise and present a short spoken text.</p> <p>Communicate my own instructions in French.</p> <p>Ask and Answer questions on several topics.</p> <p>Continue to improve French pronunciation and intonation.</p>	<p>As Y3 and Y4 plus:-</p> <p>Prepare and practise a simple conversation with a partner.</p> <p>Begin to use familiar vocabulary in new contexts.</p> <p>Understand and express simple opinions.</p>	<p>As Y3, Y4 & Y5 plus:-</p> <p>Prepare a short presentation on a simple topic.</p> <p>Understand and respond to longer & more complex sentences.</p> <p>Understand the main points and simple opinions in a story, song or passage.</p>
Literacy - Reading and Writing	<p>Recognise some familiar words in written form.</p> <p>Make links between some phonemes, rhymes and spellings and read aloud familiar words.</p> <p>Try writing simple words.</p>	<p>Read and understand a range of familiar phrases.</p> <p>Follow a short familiar text, listening and reading at the same time.</p> <p>Write simple words and phrases from memory.</p>	<p>Read and understand the main points from a short text.</p> <p>Write words and phrases using a dictionary and some from memory.</p> <p>Write simple sentences.</p>	<p>Read and understand the main points and some detail from 3 different short texts.</p> <p>Match sounds and sentences to paragraphs.</p> <p>Write sentences on chosen topic.</p>
Intercultural Understanding	<p>Know about different languages spoken by children in school.</p> <p>Identify some social conventions at home and in France. (e.g how children speak to adults)</p> <p>Learn a French Christmas carol or song.</p>	<p>Know about some festivals and celebrations in France.</p> <p>Know about some aspects of everyday life and compare them with our own.</p> <p>Compare a traditional story or song from France with one from the UK.</p>	<p>Look at further aspects of everyday life from the perspective of someone from France.</p> <p>Recognise similarities and differences in culture between France and the UK.</p>	<p>Compare attitudes towards aspects of everyday life between the UK and France.</p> <p>Recognise and understand some similarities and differences in culture between France and the UK.</p> <p>Present information about a chosen aspect of French culture.</p>

Teaching and Learning Styles

Currently, all KS2 children learn French for 30 minutes each week by a specialist French teacher. From September 2023, Class Teachers will deliver French.

Lessons include a variety of teaching and learning styles, making much use of oracy, role play, outdoor learning and kinaesthetic activities. All children have books which are used as notebooks and aide-mémoires whereby the children are guided and encouraged to choose their own learning strategies to help embed new learning - e.g. by diagrams, mind-maps, lists etc. Such strategies are also taught explicitly.

Each lesson is carefully structured to include recap and recall activities and activation of prior knowledge before the introduction of new concepts, vocabulary, phonics and grammar. This includes explicit teaching. The children then have opportunities to practise and process new learning before applying to new situations or contexts.

ICT is used where appropriate as are bilingual dictionaries. Evidence will be kept on Google Drive as photos and videos to show progression.

The children then have opportunities to reflect on their learning by referring to Knowledge Organisers and/or progression grids which are stuck in their books at the beginning of each half term. They are then able to track their progress, make suggestions, ask questions and feedback any misunderstandings. E.g. see below for an example of a progression grid.

Assessment

Assessment for learning is important for French learning. Formative assessment takes place during every lesson in the form of informal observations by the class teacher and informal checking of workbooks. In addition to this, the children complete progress grids. These are collected every half term.

Summative assessment will take place at the end of each term, though in the academic year 2022/23, this will begin in Spring 1 as French wasn't reintroduced until Autumn 2, 2022.

Summative assessments will be based on the content that has been taught and will also eventually revisit content from earlier years. They will be show (without any prompts for

support) what the children have learned in terms of Speaking and Listening, reading and writing. There will also be a small inclusion of Intercultural Understanding which may include current or historic events, traditions and festivals.

Assessment will be recorded on Assessment Grids Based on statements of attainment for each year group, in a format similar to other foundation subjects - Mrs Pearson is currently working on these which will be ready for use at the end of the Spring term, 2023.

French
I can..

Autumn Term

Year 3 /Year 4

Getting To Know You

<u>Lesson 1</u> <u>What do we know already?</u>	<u>Lesson 2</u> <u>Hello!</u>	<u>Lesson 3</u> <u>What's Your name?</u>	<u>Lesson 4</u> <u>How are you?</u>	<u>Lesson 5</u> <u>Goodbye</u>	<u>Lesson 6</u> <u>Numbers</u>	<u>Lesson 7</u> <u>Classroom Instructions</u>	<u>Lesson 8</u> <u>Joyeux Noël</u>	<u>Lesson 9</u> <u>What have I learned ?</u>
Write and draw what I already know about French	I can say Hello for different times of the day.	I can introduce myself using my name in French.	I can ask how someone is feeling.	I can say "Goodbye" in different ways.	I can say numbers to 10 in French.	I can respond to 5 or more instructions.	I can name 5 Christmas words in French.	
I can locate France on a map of Europe	I can pronounce Bonjour, Salut and Bonsoir quite well.	I can ask another person their name.	I can use different phrases to say how I am feeling.		I can listen carefully.	I can use 5 or more instructions with a friend.	I can join in a French Christmas song	
I can say which languages are spoken in my class.			I can pronounce "Comment ça va ?" correctly.		I can join in a song with numbers.		I can explain one difference between a UK Christmas and a French one.	
I can respond well to 2 instructions.								

Inclusion

St James' believes strongly in the value of language learning for all pupils regardless of race, ethnicity, ability or gender. Care is taken to ensure that positive images and representations of all areas of society are provided and encouraged. EAL and speakers of other languages in school are encouraged to bring those languages into the classroom and use them to support their learning.

SEND

All KS2 children in school have access to MFL teaching on a weekly basis and high expectations apply to all. Starting a new language can be a great leveller, a large percentage of the learning is oracy based, activities include songs, role play, rhymes and games and often children with SEND achieve well and find it a confidence boost.

Teaching Assistants support where appropriate, Knowledge Organisers are used to include key vocabulary and Kagan groupings are used to help learning and peer support.

Resources

Kapow Scheme of work and related resources

Monitoring and Review

Monitoring of the standards of children's learning and the quality of teaching of MFL is the responsibility of the subject leader, supported by the SLT, headteacher and governors. This is an evolving and developing process.