



MODERN FOREIGN LANGUAGES

Date agreed by Governing Body	July 2021
Review date	July 2024
Responsible for this policy	A. Byron

Curriculum Intent Statement: Broad, Balanced and Ambitious

At Beeston Primary School, our well planned and sequenced curriculum combined with high quality first teaching and resourcing ensures that children are supported to be well rounded young people with a thirst for learning.

Policy Statement:

The aim of MFL teaching at Beeston Primary School recognises that learning a modern foreign language is a statutory entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write another language during Key Stage 2 will provide the basis for learning other languages, which in turn will provide important opportunities for future study and work in other countries. At Beeston Primary we teach French whilst acknowledging, encouraging and supporting the learning of other languages spoken by members of the class at home. We recognise the advantages of being bi/multi lingual enhances communication skills, helps linguistic recognition, develops multi-tasking and develops multiple perspectives.

Aims and Objectives:

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 writing in the language studied. Programmes of Study

We base our teaching on the National Curriculum programme of study and the Jolie Ronde Scheme of Work framework for teaching of French. We have adapted this to the context of our school and the abilities of our children. We use a variety of techniques to encourage children to engage actively in learning French: these include games, role-play, songs and rhymes (particularly action songs). We may use videos, sound recordings and songs to demonstrate the language and for the pupils to hear more than one voice speaking language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach skills in all four strands of language – listening, speaking, reading and writing. We also use a multi-sensory and kinaesthetic approach to teaching to reinforce memory. We aim to make lessons entertaining and enjoyable in order to develop a positive attitude to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.

Aims:

- Through the framework of the National Curriculum 2019, MFL at Beeston aims to ensure that all pupils:
- are stimulated through the children's interest and enjoyment in the area of MFL with exciting and engaging lessons.
- 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
- Pupils will 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

Impact – Modern Foreign Language – French

- Pupil voice demonstrates that pupils enjoy French and can talk about their learning using subject specific vocabulary.
- Pupils retain knowledge and develop skills in their French learning through Key Stage 2. They make links and build on their previous learning over time.
- Pupils achieve at least age-related expectations in French, and have opportunity to demonstrate working in depth, in line with our French assessment and knowledge development models.
- Pupils are able to communicate effectively including in both spoken and written forms.
- Pupils are well-prepared for their next stage of education.

Inclusion:

We allow for differentiation by:

We recognise that in all classes children will have a wide range of ability in MFL and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

Appropriate provision will be made for children with special educational needs. Individual staff expertise and skills will be utilised to the benefit of both children and staff. Careful monitoring and evaluation of policy will be undertaken to ensure maximum effectiveness. Interested parties will be encouraged and used where appropriate.

Content:

MFL Curriculum Content:

Each year group follows the MFL National Curriculum 2019 and include the following topics in their Long Term Curriculum Map.

Foundation Stage:

Foundation Stage teach Knowledge and Understanding of the World as an integral part of their provision and topic work. They make links with parents/carers by sharing observations from school and allow learning to develop at home, through homework task. They are encouraged to share aspects of their home culture and language. This is done wherever possible, to involve learning beyond the classroom.

Foundation 1 and 2	Awareness of languages is built in to the day to day running of the Foundation Stage by sharing each other's home languages, taking register and greetings in other languages including BSL/Makaton and by sharing dual language books with parents. ELG links – Knowledge and Understanding of the World
Year 1	As above
Year 2	As above and to include some key phrases e.g. greetings and numbers
Subject content Key stage 2: National Curriculum guidelines - Foreign Language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.	
Year 3	Follow Long term plan for French Yr 3– (Jolie Ronde/additional resources) Greetings, numbers to 10, colours, ask and give name, ask and give age, fruit and food, days of the week, months of the year
Year 4	Gaps identified and recovered and year group expectations covered – Yr 4 As above + parts of the body, zoo animals, family, pets, hobbies, Verb (etre), weather, clothes
Year 5	As above Il y a + buildings on the high street, directions, pause words, times of the day + recap months
Year 6	Units of work to covered in Summer Term after SATs and developed with links made to local High School. Emphasis on building enjoyment and understanding. Yr 6 classroom routines, occupations, playing games, adjectives, rooms, furniture and holidays

Cross Curricular Links:

Teachers will be committed to linking the children's learning in MFL to other curricular areas.

Speaking and listening will be actively promoted and links made between home languages and

Children's growth mind sets are also fostered through developing a culture of perseverance during tasks.

Equal Opportunities:

At Beeston Primary School we are committed to providing all children with an equal entitlement to historical activities and opportunities regardless of race, gender, culture or class.

In school we aim to meet the needs of all our children by differentiation in our MFL planning and in providing a variety of approaches and tasks appropriate to ability levels. This enables children with learning and/or physical difficulties to take an active part in historical learning and practical activities and investigations and to achieve the goals they have been set. Some children will require closer

supervision and more adult support to allow them to progress whilst more able children's learning will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that each pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Resources:

- La Jolie Ronde scheme of work supplemented by Twinkl MFL for French
- A wide range dual language books are available
- French / English children's and adult dictionaries
- A range of additional resources and equipment such as games to compliment lessons taught.
- Learning Logs will contain MFL activities where appropriate and linked to topics in lessons.

Displays and Floor books:

Displays and floor books are an important teaching tool and are evident in the class or shared areas. These are a great way of celebrating successes and gaining a better understanding of what children have actually learnt.