

# THE WILLOWS PRIMARY SCHOOL



## **MFL POLICY**

### Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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## Intent

The main objective of teaching a modern foreign language in primary school is to promote the early development of a child's linguistic competence, fostering a curiosity and interest in learning other languages in order to lay the foundations for future MFL study at KS3 and beyond.

As a result of our MFL curriculum, learners will develop an understanding of the use of another language to communicate in a variety of different ways. They will also gain an understanding of how communication is influenced by time, place and cultural context as well as purpose.

Children will be able to express themselves, their thoughts and their ideas in French and use their learning in order to communicate through conversational exchanges. They will learn to speak with increasing confidence and fluency, finding ways of communicating what they want to say through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Teaching and learning in French is enriched by our focus on international learning. International mindedness is inherent to language learning, as learners are required to recognise cultural context and demonstrate respect for the traditions and culture of places where the language is spoken and used.

**Our aspiration is that children become interested in learning another language in order to deepen their understanding of the world, develop their awareness of cultural differences in other countries and develop a curiosity to visit and experience other countries.**

To be successful, learners must:

- develop their speaking and listening skills in French;
- use appropriate vocabulary and subject-specific terminology
- read and show understanding of French words, phrases and simple writing
- write in French to describe people, places and things, using the variety of grammatical structures that they have learnt
- Connect learning within different aspects of French and between French and other subjects (geography and history)
- develop the confidence to use and apply their primary language learning in KS3

## Implementation

Our chosen foreign language is French which is taught to pupils for 1 hour every fortnight. Our MFL curriculum is organised into termly units of work

	Autumn	Spring	Summer
Year 3	<b>Getting to Know You</b> <ul style="list-style-type: none"> <li>- Greetings at different times of the day</li> <li>- Introducing yourself and age</li> <li>- Feelings (comment ca va?)</li> <li>- Basic conversational exchanges</li> <li>- Numbers 1-10</li> </ul> + Lesson 1 from <i>Year 3 All About Me</i> to cover basic classroom instruction - to be completed as 2 <sup>nd</sup> lesson.	<b>Family and Friends</b> <ul style="list-style-type: none"> <li>- Pets (lesson 2)</li> <li>- Alphabet (lesson 3)</li> <li>- Home (Lesson 6)</li> </ul> <b>All about me</b> <ul style="list-style-type: none"> <li>- My body (lesson2)</li> <li>- Colours (lesson4)</li> </ul>	<b>Food Glorious Food</b> <ul style="list-style-type: none"> <li>- Articles and determiners (masculine and feminine)</li> <li>- Colours</li> <li>- Adjectives – size</li> <li>- Preferences</li> </ul>
Year 4	<b>All Around Town</b> <ul style="list-style-type: none"> <li>- Numbers 1-100</li> <li>- Address</li> <li>- French expressions</li> <li>- Constructing simple sentences</li> <li>- Bilingual dictionary work</li> </ul>	<b>Going Shopping</b> <ul style="list-style-type: none"> <li>- Expressing an opinion</li> <li>- Determiners (the and some)</li> <li>- Using French adjectives</li> <li>- Posing and responding to questions regarding purchases</li> </ul>	<b>What's The Time?</b> <ul style="list-style-type: none"> <li>- Say and write the time in a sentence (o'clock and half past)</li> <li>- Assign times to activities I do</li> <li>- Ask and answer questions regarding a tv schedule and a school timetable</li> <li>- Counting in 5's</li> <li>- school subjects</li> </ul>
Year 5	<b>All About Ourselves</b> <ul style="list-style-type: none"> <li>- Body parts</li> <li>- Self description</li> <li>- Third person</li> <li>- Colours</li> <li>- Adjective and noun agreement (masculine &amp; ffeminine)</li> <li>- Bilingual dictionary work</li> </ul>	<b>School Life</b> <ul style="list-style-type: none"> <li>- Direction and position</li> <li>- True and false</li> <li>- Il and elle</li> <li>- Conversational French</li> </ul>	<b>Family and Friends</b> <ul style="list-style-type: none"> <li>- Using possessive adjectives</li> <li>- Using first and third person</li> <li>- Naming farm animals and applying to a familiar song</li> <li>- Naming and describing different homes</li> <li>- Using a bilingual dictionary</li> </ul>
Year 6	<b>Let's Go Shopping</b> <ul style="list-style-type: none"> <li>- Use greeting vocabulary in role play</li> <li>- Using masculine and feminine terms</li> <li>- Using descriptive French language (colours and tones)</li> <li>- Ask and answer questions in French</li> </ul> + Christmas themed French lesson to use previously acquired language (numbers, colours, question vocab, sentence structures, bilingual dictionaires)	<b>Let's Visit a French Town</b> <ul style="list-style-type: none"> <li>- Lesson 1 Who lives where? Lesson 2 I go to school to learn (verbs)</li> <li>- Lesson 3 Where is the library? Lesson 4 Math (more, less)</li> <li>- Lesson 5 Welcome to my home</li> </ul> <b>All in a Day</b> <ul style="list-style-type: none"> <li>- Lesson 1 Time (half-past, quart, o'clock)</li> <li>- Lesson 3 5 minute intervals</li> <li>- Lesson 6 The school week</li> </ul>	

We use a variety of techniques to encourage the pupils to engage actively in the MFL, such as those outlined in the DFE Programme of Study. We also use a range of strategies and resources such as: games, role-play, stories, poems, rhymes and songs. Pupils are also encouraged to use their language skills in all areas of the curriculum, e.g. answering the register etc.

And covers the following skills:-

- Listening and Speaking (Oracy)
- Reading and Writing (Literacy)
- Stories, Songs, Poems and Rhymes
- Grammar

	Listen attentively to spoken language and show understanding by joining in and responding	Explore 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.	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 use of a dictionary	Write phrases from memory, and adapt these to and create new sentences, to express ideas clearly.	Describe people, places, things and actions orally and in writing	Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Year 3												
Getting to know you	3, 4, 6 All		1, 2, 3,	6	5 All			5,	All			
Family and Friends/All About Me	All 1 (AAM)	3(FF)			All 4(AAM)	2(AAM)	2(AAM)		All 2, 6 (FF)			
Food Glorious Food	All		6		All			1	All		4, 5	2, 3
Year 4												
All Around town	2 All	3, 4			1 All	5			6 All			
Going shopping	All		1, 5,6	3, 4	All				All	1		2, 3,
What's the time?	6 All		3	1, 2	All		5		All			
Year 5												
All About Ourselves	1 All	3			5 All			6	All	4	2	
School life	All		4, 5	3	All	6	2		All			1
Family and Friends	All	1, 2	5, 6	2	All	3		1, 2	4 All		5,6	1
Year 6												
Let's go Shopping	All		1, 4, 6		All		5		All			2, 3
Let's Visit a French Town	5 All			4	All	2		1	3 All	5	3	1
All in a Day	All			1, 3	All		6		All			

Numbers denote within which lesson each objective is covered.

Resources such as bilingual dictionaries, vocabulary cards, story books, photo books etc are used within all the year groups and are kept in a central location.



### **Record of Work**

In LKS2 classes, a class folder is used to collate the children's work as evidence of their progress and learning. In UKS2 classes, children's work is completed and recorded in exercise books. All completed written work, in both the folder and books, is marked using the colour coded objective stamps used across the school, in addition to misconceptions and spelling and grammar errors being addressed.

### **Recording progress**

In addition to the children's progress being recorded in the IPC skills folder biannually, overall lesson progress is recorded on the 'Jigsaw Target' grids which have detailed targets for each topic and lesson. The 'Jigsaw Target' grids will be coloured coded at the end of each lesson based on the general understanding and assessment of the class. Children who do not fall under this general assessment will be noted on the grid separately either in terms of not yet meeting the objective or have exceeded the objective. This information will be used in conjunction with the 12 DfE KS2 MFL objectives to inform the annual report to parents.

### **Monitoring and Assessment**

The DfE Programme of Study stipulates that teaching 'should focus on enabling pupils to make substantial progress in one language'. Pupils are assessed in an ongoing formative way during MFL lessons in order to evaluate their learning, achievement and overall progress.

Pupils' progress is assessed against identified statements for each unit of work. Their overall progress is summarised against the 12 DfE KS2 MFL objectives (see Appendix 1) and recorded in the class IPC skills folders assessment file twice a year. This information is used to inform annual reports to parents.



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## SUBJECT LEADER Roles & Responsibilities

**To monitor the subject and be able to comment on**

- Standards throughout the school
- Progression of skills throughout the school

**Gather evidence on the quality of provision within the subject through monitoring/evaluation**

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

**Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff**

**To be able to identify the quality of provision in the subject**

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

**To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2**

**To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school**

- Order replacement/new resources in liaison with HT

**Report on your subject to the HT**

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

**Co-ordinate Governor visits, when requested, following liaison with the HT**

**Maintain CPD of yourself and other staff with a focus on your subject area**

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

**Maintain the subject policy for the school**

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

**To advise and assist staff with the teaching and learning of the subject**

**Maintain a Subject Leader file**

***In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand***

## **Appendix 1**

### **KS2 Languages programmes of study**

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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

### **Subject content**

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. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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 starred (\*) content above will not be applicable to ancient languages.