



At Little Eaton Primary School, our Modern Foreign Language Curriculum is designed to provide a valuable educational, social and cultural experience for all pupils. It provides excitement, enjoyment and challenge for both children and teachers; helping to generate enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

“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.” National Curriculum

## **Intentions:**

Ensure pupils:

- Understand and responds to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity.
- Find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Is able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Develops an appreciation and enjoyment of a range of writing in the target language.
  
- Become successful learners who enjoy learning, make rapid and sustained progress and achieve the very best in the target language.
- Are confident individuals who are able to communicate and understand ideas, facts and feelings within fluency and expression.
- Are globally aware and develop a cultural capital across the curriculum

## **Implementation:**

Teaching of the Modern Foreign Language should focus on enabling pupils to make substantial progress in French. 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. Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant; exposing children to the target language at maximum.

## **Organisation and Planning**

Modern Foreign Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's units of learning for French ensures that there is differentiation, continuity and progression in both knowledge and content across all classes. The whole school approach to long, medium and short term planning for Modern Foreign Languages reflects the recommendations of the QCA guidelines for Lower Key Stage 2 and Upper Key Stage 2.

### **The children are taught how to:**

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities.
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date.
- write sentences and short texts independently and from memory.
- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- understand and respond with increasing competence, accuracy and confidence in a range of situations.
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.
- describe the life of children in the countries where the language is spoken.
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.
- recognise and mistrust stereotypes, and understand and respect cultural diversity

### **Learning will:**

- have clear, achievable objectives.
- encompass four key assessment areas (reading, writing (with grammar), speaking and listening)
- be carefully planned and structured.
- be practical, active and varied.
- involve the use of ICT.
- include whole class, small group and pair work.
- promote success and self-esteem.

A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

## **Inclusion**

At Little Eaton Primary School all children have access to MFL lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

## **Equality**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

## **Resources:**

The school uses the Rising Stars scheme of work as the spine for our curriculum. This is supplemented by appropriate resources from Lightbulb, TES and Twinkl.

## **Impact:**

In Key Stage 2, children will have followed the Primary Framework for and will have knowledge of English, including grammatical awareness and knowledge of some grammatical terms. The MFL scheme of work takes account of this and consolidates and builds on this work where appropriate. Children are encouraged to increase their knowledge of how the French language works and to explore differences and similarities between this new language and English or another language.

Work is mainly oral, but an increasingly number of reading and writing tasks are included as pupils enter Key Stage 2. On occasion, pupils are recorded on audio and video.

## **Monitoring, Record Keeping and Assessment.**

Assessment of French is ongoing and continuous and informs future planning. It will follow the guidelines established in the school's assessment policy. Teachers assess children's progress informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing. Informal comments on their progress in French will be made in reports to parents.

## **Subject leader role**

The French subject lead is responsible for raising the standards of teaching and learning in French. This will include:

- Overseeing the design and delivery of the French curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Mrs. J Schumann (French Subject Leader).

**Confirmation that the policy for MFL, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:**

Signed by:

Governors: ..... Date: .....

Headteacher: ..... Date: .....

Next Review date:.....