



MFL POLICY
HOLTSMERE END JUNIOR SCHOOL
Summer 2021
To be reviewed Summer 2023

Intent:

To develop the teaching and learning of French across the school, preparing children for future opportunities in French speaking countries.

The French curriculum has been planned to be mastery of a body of subject- specific knowledge designed specifically to meet the needs of our children.

At Holtsmere End Junior School we believe that the skills are the by-product of the knowledge, not its purpose.

Learning is defined as an alteration of the long-term memory. If nothing has altered in long term memory, nothing has been learned. Therefore the French curriculum has been planned accordingly to 'make knowledge stick'.

At Holtsmere End Junior School we know that vocabulary size is related to academic success, and schooling is crucial for increasing the breadth of vocabulary. Skills and knowledge for the subject have been identified and are lesson specific. Skills start with an imperative verb eg. Explore, consider, investigate...

Knowledge is 'to learn' and will be key facts.

Hooks to engage children will be planned for and should be varied with a focus on real artefacts where possible. Challenge and Choice should be included in most lessons or some form of differentiation clearly identified. Differentiation will always focus on how children can demonstrate their subject specific ability and not have a barrier to this, for example their ability to write. Planned opportunities for cross curricular writing will be included, where appropriate.

Implementation:

Aims and objectives

In our school we recognise 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. In our school we teach French.

Our main objectives in the teaching of French are to promote the development of linguistic competence and confidence in speaking and writing as well as an understanding and awareness of the world and other cultures.

To accomplish this, we will help the children to do the following:

- familiarise themselves with the sounds and written form of French;
- develop particular language-learning skills;
- begin to understand a new language and communicate in it;
- make comparisons between languages;
- learn about different countries and their people;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Teaching and learning

We recognise that language learning in its broadest sense has three core strands:

- learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting);
- learning about language (reading and writing in the foreign language and learning about the writing system, spelling and structure of the language);
- learning about and comparing different cultures (inter-cultural understanding).

We will encourage pupils to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying other foreign languages.

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.

We allow for differentiation 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.

Organisation

French is taught to all of the children throughout the school. We use 'Learn French with Luc et Sophie' audio enhanced e-books.

The curriculum

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand appropriate grammar;
- write at an appropriate level (words, phrases, sentences and paragraphs);
- use a dual language dictionary;
- look at life in another culture.

Modern foreign languages and inclusion

At our school, we teach French to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern

foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable pupils to have access to the full range of activities involved in learning a modern foreign language.

The contribution of MFL to teaching in other curriculum areas

English - The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, supports the understanding of various aspects of grammar and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics - Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games that reinforce counting and calculation skills, expand their understanding of date and increase their knowledge about money.

Personal, social and health education (PSHE) and citizenship - One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education - By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography - We ask the children to do research on the different countries in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons children will learn about the climate of the countries in which the language is spoken.

Impact:

Assessment

We assess the children's progress by making informal judgements during lessons or through the work the pupils produce, against the attainment targets set out in the National Curriculum 2014. Marking and verbal feedback provide guidance to help progress. At relevant times, the teacher makes a summary judgement about the attainment of each pupil in relation to the skills set out in the National Curriculum programme of study and age related expectations.

Monitoring and review

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject.

Appendix I – Skills and Knowledge Ladder:

Progression of skills and knowledge in French KS2 – Listening and speaking			
Year 3 -	Year 4	Year 5	Year 6 -
<p>Listen to and respond to rhymes, stories and songs.</p> <p>Listen to and respond to days of the week, a few words in a song, colours, numbers and praise words.</p> <p>Repeat modelled words.</p> <p>Listen and show understanding of single words through physical response.</p> <p>Repeat modelled short phrases; listen and show understanding of short phrases through physical response.</p> <p>Say or repeat a few words or phrases eg. What the weather is like, naming classroom objects.</p>	<p>Listen and recognise words and phrases eg Basic instructions.</p> <p>Understand a range of familiar spoken phrases eg. Basic phrases concerning one self, family and school.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Ask and answer a simple and familiar question with a response.</p> <p>Express simple opinions such as likes, dislikes and preferences.</p> <p>Ask and answer at least two simple and familiar questions with a response.</p> <p>Memorise and present a short</p>	<p>Understand basic opinions.</p> <p>Understand the main points from a spoken passage made up of familiar language eg phone message, weather forecast</p> <p>Listen and show understanding of simple sentences containing familiar words through physical response.</p> <p>Listen and understand the main points from short, spoken material in French.</p> <p>Listen and understand the main points and some detail from short, spoken material in French</p> <p>Understand and express some simple opinions eg like or do not like.</p> <p>Ask and answer simple questions eg. Favourite food, hobbies etc</p>	<p>Understand the main points and some of the detail from a short spoken passage. Eg sentences describing what someone is wearing; an announcement; sentences describing opinions.</p> <p>Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p> <p>Start to predict the</p>

	spoken text containing basic information eg about pets, family, colour, age, common classroom objects.		pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Adapt intonation, for example to mark questions and exclamations. Participate in a simple conversation and express an opinion eg love enjoy. Substitute items of vocabulary to vary questions or statements. Pronounce words accurately and begin to develop intonation.
--	--------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

End of KS2 Expectation

Children listen attentively to spoken language and show understanding by joining in and responding.

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children speak in sentences, using familiar vocabulary, phrases and basic language structures

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases

Children present ideas and information orally to a range of audiences.

Children describe people, places, things and actions orally.

Progression of skills and knowledge in French – KS2 – Reading and writing

Year 3	Year 4 -	Year 5 -	Year 6 -
<p>Recognise and read a few simple words or phrases</p> <p>Experiment with the writing of simple words. Be able to select words to complete simple sentences or phrases.</p>	<p>Read some words and phrases aloud and pronounce them accurately.</p> <p>Write one or two short sentences with support eg. Fill in the gaps with missing words.</p> <p>Begin to spell some commonly used words accurately eg . colours, common objects</p>	<p>Understand the main points from a short written text eg. Simple messages on a postcard/in an email.</p> <p>Write a few short sentences with support using words already learnt eg Postcard</p> <p>Spell words that are readily understandable</p>	<p>Understand the main points and some of the detail from a short written text.</p> <p>Match sound to print by reading sentences aloud.</p> <p>Begin to use a bilingual dictionary.</p> <p>Write a short text on a familiar topic, adapting language already learnt eg Self, hobbies and interests.</p> <p>Spell commonly used words accurately.</p>

End of KS2 Expectation

Children read carefully and show understanding of words, phrases and simple writing.

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Children describe people, places, things and actions in writing.

Progression of skills and knowledge in French KS2 - Grammar

Year 3 -	Year 4 -	Year 5	Year 6 -
<p>Show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</p> <p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</p>	<p>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</p> <p>Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase.</p> <p>Conjugate a high frequency verb (aller - to go) in the present tense; show awareness of subject-verb agreement.</p> <p>Use the third person singular and plural of the verb 'être' in the present tense.</p>	<p>Identify word classes</p> <p>Demonstrate understanding of gender and number of nouns and use appropriate determiners;</p> <p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Name and use a range of conjunctions to create compound sentences.</p> <p>Use some adverbs;</p> <p>Use a simple negative form (ne... pas)</p> <p>Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement</p> <p>Explain and use elision; state the differences and</p>	<p>Recognise and use the simple future tense of a high frequency verb; compare with English.</p> <p>Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</p> <p>Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses).</p> <p>Use the third person plural of a few high frequency verbs in the present tense.</p> <p>Name all subject pronouns and use to conjugate a high frequency verb in the present tense.</p> <p>Recognise and use a high frequency verb in the perfect tense; compare with English.</p>