

Walbottle Village Primary School



MFL Policy

This document is a statement of the aims and principles for the teaching and learning of French at Walbottle Village Primary School.

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.

Intent

At Walbottle Village Primary, it is our intention that learning a foreign language is an essential part of being a member of a multi-cultural society. Our aim is to provide all children with a high-quality education in French that in turn develops their love of learning about other languages and cultures. This should foster children's curiosity and deepen their understanding of the world. It is our intention to ensure that by the end of our children's education at our school, they have acquired an understanding of both spoken and written French, confidence to speak in French with others, and to know how important other languages can be in their future.

Aims

Walbottle Village Primary aims to provide a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. Our intent is that all pupils will develop a genuine interest and positive curiosity about the French language, finding it enjoyable and stimulating. Learning a second language will also offer pupils

the opportunity to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

Principles

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Implementation

The subject leader oversees and manages MFL. The subject leader shares an overview of how French is taught across KS2, advises and supports staff with their understanding whilst ensuring that the subject is sufficiently resourced. The subject leader is responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught in the classroom, keeping up to date with curriculum priorities.

Organisation

All KS2 classes are taught French weekly for one hour. The children are taught as a whole class, but frequent opportunities are also given to practise language skills, in smaller groups, in pairs and individually.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Class teachers will know where every child is at any point in their foreign language learning journey.

Planning and content

We provide opportunities for:

- Direct teaching, through whole-class and small-group sessions;
- Active learning to engage motivation;
- Use of games, songs and activities requiring a physical response to maximise enjoyment;
- Opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups;
- Opportunities for pupils to reflect on and reinforce their own learning, e.g. revising work;
- Successful strategies from numeracy lessons should be applied and equipment like digit cards, number fans, number squares and dice should be used;
- There is a lot of active learning and the use of games, songs, dance, rhymes, story-telling and role play should be encouraged;
- In addition to a discrete language lesson, class teachers look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register and classroom instructions.

Quality of Teaching

- Teaching is purposeful and includes clear objectives for each lesson.
- Activities are varied and used to promote learning of the content.
- There is an efficient use of time, and a good pace set to make sure sufficient ground is covered.

- There are opportunities to practise language skills as a class, in smaller groups, pairs and individually.

Quality of Learning

- The curriculum planning ensures progression through year groups and increased knowledge is more evident in years 5/6 where children have a larger vocabulary and a wider range of expression and are more able to use the structures learnt.
- Children are given sufficient opportunities to master new language adequately.
- Successful strategies for consolidating learning are constantly looked for to make sure that gains in learning are sufficient, given children's age and ability.
- The children use the vocabulary and phrases they have learnt for basic communication but are also encouraged to apply their knowledge in new situations.

Differentiation / Targeting at Walbottle Village

- Initial stages build confidence and positive attitudes to language learning. We aim to help all young beginners, regardless of ability, to learn to communicate successfully.
- French teaching at Walbottle Village offers varied activities, which are challenging and of interest, encourage repetition without boredom to consolidate what has been taught. All children can feel positive achievement in what they can do.
- There is extension material available for all children who complete initial tasks.
- Extra support is given to all children when necessary.

Equal Opportunities at Walbottle Village

- We want children of all races and backgrounds to enjoy working cooperatively together.
- Access and achievement for all children is promoted, we want every child to reach their full potential.
- High and low achievers should be monitored to make sure the work is suitable, and sensitivity should be shown to the needs of particular groups of children.
- Equal demands should be made on each gender, ethnic and ability group in oral work, particularly in answering questions.

Special Educational Needs

- Studying French helps children with special learning difficulties to develop their general language skills, increase their social skills, and encourage their awareness of other people, places and cultures. It is hoped that children will feel positive achievement in what they can do in a language, which will help develop their confidence and self-esteem.
- There are appropriate expectations of children with S.E.N. and positive and constructive attitudes to learning difficulties.

Gifted & Talented Children

- The schemes of work incorporate the teaching of all four skills; Speaking, Listening, Reading and Writing.

- French is used as a means of challenging G&T children. Higher level questioning should be used with more able children and there is an expectation that they will reuse language learnt in different contexts.
- Extension materials for the more able children are provided.

Planning

At Walbottle Village, the long-term plan for unit coverage across year groups and key stages is as follows:

All children will begin unit one as they enter year 3. The children will move up through the units during their time in Key Stage 2. Children are taught one lesson per week. See below for curriculum coverage.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 3</u>	<u>Getting to know you</u>	<u>All about me</u>	<u>Food glorious food</u>	<u>Family and friends</u>	<u>Our school</u>	<u>Time</u>
	How to greet each other	Understand and follow instructions	Learn vocabulary for a range of food	How to identify and introduce family and pets	Learn vocabulary for places around school and classroom objects	Say the days of the week, months and dates
	Exchange names	Name parts of the body	To express likes and dislikes	Spell their names	Take part in a PE-themed lesson conducted mostly in	Count on from 11 to 31
	Ask how someone is	Identify	To count and use plural nouns	Learn the names for places in their		

	<p>Count to 10</p> <p>Say how old they are</p>	<p>colours</p> <p>Say what they are wearing</p>		<p>own home</p>	<p>French</p> <p>Combine learning to express preferences about activities and school subjects</p>	
<p><u>Year 4</u></p>	<p><u>All around town</u></p> <p>Children develop their intercultural understanding by being introduced to the sights of some typical French cities</p> <p>Learn to describe places in a town</p> <p>Count to 100</p> <p>Give their address in French</p>	<p><u>On the move</u></p> <p>Children develop their conversational skills via some new topics: transport, direction and movement</p> <p>Learn to conjugate the high frequency verb 'to go' and use it in context</p>	<p><u>Going shopping</u></p> <p>Children will learn about the shopping experience in France</p> <p>Children will learn specific vocabulary of fruit, vegetables and clothes</p> <p>The children will learn key phrases for asking the questions when going shopping</p> <p>A role play</p>	<p><u>Where in the world</u></p> <p>Learn about key vocabulary related to countries/ continents and animals</p> <p>Learn specific vocabulary of countries of the UK continents and animals from different continents</p> <p>Learn about a country's position related to the equator</p>	<p><u>What's the time?</u></p> <p>Learn how to tell the time at: o'clock, half past, quarter past and quarter to</p> <p>Learn how to read timetables and TV schedules and answer simple questions about these</p>	<p><u>Holidays and hobbies</u></p> <p>Learn key vocabulary related to holidays, weather and seasons, sports and hobbies</p> <p>The children will learn specific vocabulary of how to say what the weather is like, names of different sports and hobbies</p>

			lesson, where children will take on the roles of shoppers and shopkeepers			
<u>Year 5</u>	<p><u>Getting to know you</u></p> <p>Apply previous skills and knowledge of topic areas such as spellings and jobs</p> <p>Learn to express emotions and to talk about the future, using two different tenses</p> <p>An old favourite story is used to provide a fun background for some grammar work</p>	<p><u>All about ourselves</u></p> <p>Apply previous knowledge of topic areas such as clothes and the body, developing vocabulary at the same time</p> <p>Learn to describe own appearance</p> <p>Children are introduced to some key grammatical features of French, such as the position and agreement of adjectives</p> <p>Children will develop their conversational</p>	<p><u>That's tasty</u></p> <p>In this 'That's Tasty' unit your class will learn key vocabulary related to food and drink</p> <p>The children will learn specific vocabulary of how to say what drinks they like</p> <p>Children will learn to say what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops</p> <p>They will learn key phrases connected to the themes</p>	<p><u>Family and friends</u></p> <p>Apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities</p> <p>They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions</p>	<p><u>School life</u></p> <p>Children will learn key vocabulary related to objects, subjects and prepositional language</p> <p>A maths lesson which teaches the children the names of 2D shapes</p> <p>Learn questions and answers which they would use at school</p> <p>Learn key phrases connected to the themes</p>	<p><u>Time travelling</u></p> <p>Children will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history</p> <p>They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin</p>

		skills, learning to talk about emotions and health		Learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender		to use grammatical terms
<u>Year 6</u>	<u>Let's visit a French town</u> Children will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities Have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language	<u>Let's go shopping</u> Children will learn about the shopping experience in France Children will learn how to use colour when describing the colours of clothes and how to use prepositional language Learn key phrases for asking the questions needed when going shopping The unit concludes with a role play	<u>This is France</u> The 'This is France!' unit will teach the children key vocabulary related to France and, in particular, Paris Learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities Children will learn the French names for famous French landmarks and how to describe what people do when they visit Paris Learn about famous French people and learn the French names for the areas that they	<u>All in a day</u> Children will learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals Learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times The children use airport arrival and departure boards and a school timetable to	<u>Our precious planet</u> Children will learn to describe key environmental challenges in their local area, at the same time developing their awareness of sustainability The children will learn how to say what positive environmental actions they could take, as well as what they think some groups of people could do	<u>More to explore</u> Children will develop their vocabulary skills and practise a range of key French sounds including accents, silent letters and vowels Learn more about France and French speaking countries, read a story in French and perform a French rap to practise key rhyming sounds

	Lots of opportunities for using songs, stories and drama to make the learning fun, engaging and memorable	lesson, where children will take on the roles of shoppers and shopkeepers	were/are famous for	consolidate and practise the skills learnt	By the end of this unit, children will prepare and deliver a short presentation, using all the phrases and vocabulary they have learnt during the lessons	Take part in conversations, interviews, games, activities and surveys, as well as fun reading and writing challenges
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Impact

Monitoring and evaluation

The subject leader is responsible for monitoring the standards of MFL (French) across KS2 by looking at planning, children's books, displays and observations of lessons. This information will be recorded and will be monitored by the subject leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to teaching staff and SLT.

Assessment, Recording and Reporting at Walbottle Village

- Summative assessment is carried out to ensure progress throughout the school.
- Listening tasks are used to assess children during a unit of work. This exposes the children to hearing French speakers which is good practice.

- Parental comments are welcomed and valued.

The children complete an assessment at the end of each term. The tests are based on the knowledge provided in the lessons taught of two units per term.

The End of Unit assessments are a form of written test that include a range of open and closed question types (multiple choice, missing word problems, single word or paragraphs required etc.). Questions can be worth 1, 2 or 3 marks with the total score amounting to 10.

Scores are used by teachers to analyse results and identify any gaps in the children's knowledge. After analysing results, teachers use this data to inform and adapt their teaching and lesson content as required should misconceptions be evident. The end of unit assessments are stuck into the child's book as a record of their achievements. This is useful at the beginning of each year when books are passed up from their previous teachers.

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