

Adopted date:	21.11.2022
Signature of Headteacher:	Karen Wrixon
Signature of Governing body:	Chris Jones
Next review date	November 23

William Barnes Primary School

Modern Foreign Languages (MFL) Policy

Generic INTENT

Vision		Mission
<ul style="list-style-type: none"> *An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning 	<ul style="list-style-type: none"> *Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour 	<p>Where every child counts</p>
<p>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</p>		
<p>Preparing Children for Life</p> <p>We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		

Aims and Objectives

At William Barnes Primary School, we believe that children deserve:

- To be set appropriate and stimulating learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success
- To be given quality feedback which highlights successes and areas for improvement.
- To have adults working with them to tackle the specific barriers to progress they face.

It is also our aim that :

- Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.
- Children are given the opportunity to experience the widest variety of the written and spoken word possible
- a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.
- Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.

Knowledge and Skills

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative (to know that) or Procedural (to know how).
- Both these forms are important and that Declarative knowledge is turned into Procedural knowledge.
through action and the act of applying.
- Skills can be Procedural knowledge as a result of the application of Declarative knowledge.

- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation



Global Community

We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.

Parents

"For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are." (EPPE)

INTENT

Vision and Mission

At William Barnes the Modern Foreign Languages (MFL) policy operates within the wider context of the school vision and mission statement.

Aims

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 to discover and develop an appreciation of a range of writing in the language studied.

The aims of teaching modern foreign languages

- The children develop an interest in learning another language;
- The children develop a greater understanding of other cultures and become aware of the wider environment in which they live;
- The children understand that each individual language is different and has its own definitive forms and structure including phonological and grammatical structures;
- The children strengthen and improve their own knowledge and abilities in their first language;
- The children develop both their active and passive language skills: speaking, listening, reading and writing;
- The children gain enjoyment and a sense of achievement in learning a foreign language;
- The children are provided with opportunities to investigate, evaluate and apply a variety of learning strategies which they can then use to help them progress in all subject areas.

French lessons must be varied in content and incorporate:

- a. Target French vocabulary, phrases, French phonics and basic grammatical structures
- b. Opportunities for the children to ask and answer questions using the appropriate grammatical structures and level of formality
- c. Opportunities to develop autonomous learning by using bilingual dictionaries
- d. Access to a variety of authentic sources in different formats, for example written and audio texts
- e. Teaching of basic French grammar, phonics and spelling patterns, whilst developing techniques to remember vocabulary / difficult spellings / grammar rules
- f. Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language
- g. Recycling language that has been taught in role play situations to use in everyday conversations
- h. Opportunities to research French culture and to learn about life in France
- i. Opportunities to write simple phrases and develop simple sentences

Current Practice

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

OVERVIEW

There is no requirement for Foreign Languages to be taught in key stage 1. However, here at William Barnes we use incidental French across Key Stage 1.

Year Group	Overview
Reception	<ul style="list-style-type: none"> to greet each other
Year 1	<p>Pupils will learn:</p> <ul style="list-style-type: none"> to greet each other numbers to 5. Introduce themselves
Year 2	<p>Pupils will learn:</p> <ul style="list-style-type: none"> to greet each other numbers to 10 Introduce themselves French song- Frere Jacques.

<u>Year Group</u>	<u>Curriculum Covered</u>	<u>Unit Overview</u>	<u>Term Covered</u>
<u>Year 3</u>	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding 	<u>Unit 1: Introductions</u> In this unit pupils learn how to have a basic conversation introducing themselves in French.	<u>Autumn 1</u>

	<ul style="list-style-type: none"> • 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* • 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. 	Unit 2: <u>School</u> Pupils learn some classroom instructions as well as numbers 1-20 and classroom objects.	Autumn <u>2</u>
		Unit 3: <u>Birthdays</u> This unit introduces days, months and numbers 21-31. Pupils can then say when their birthday is in French!	Spring <u>1</u>
		Unit 4: <u>Jack and the Beanstalk</u> In this unit pupils learn basic dictionary and translation skills to be able to understand a fairy tale in French. There is a video for this unit in the Videos section of the website! Each class will also make a display telling the story in French.	Spring <u>2</u>
		Unit 5: <u>Parts of the body</u> Pupils learn some parts of the body in French along with colours and simple plural forms in French.	Summer <u>1</u>
		Unit 6: <u>At the café</u> This unit teaches snacks, drinks and prices so that pupils can have a basic conversation ordering in a café.	Summer <u>2</u>
<u>Year</u> <u>4</u>	<ul style="list-style-type: none"> • 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* 	Unit 7: <u>Transport</u> Pupils will learn about different types of transport along with saying how they get to school and talking about favourites.	Autumn <u>1</u>
		Unit 8: <u>Shopping</u> Numbers 1-69 are covered, along with prices and shops. There is then a speaking task where pupils act out a conversation in a shop.	Autumn <u>2</u>

<ul style="list-style-type: none"> • 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* • 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 <p>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.</p>	<p><u>Unit 9: Cinderella</u> The second fairy tale unit builds on dictionary and translation skills. Pupils will then act out the play in French! There is a video of the story in French in the Videos section of our website.</p>	<p><u>Spring 1</u></p>
	<p><u>Unit 10: Healthy Eating</u> This unit introduces fruit and vegetables along with some less healthy alternatives! Dictionary skills are again practised and pupils will learn about breakfast in France.</p>	<p><u>Spring 2</u></p>
	<p><u>Unit 11: Sports and Hobbies</u> The present tense is formally introduced in this unit to present sports and hobbies in French.</p>	<p><u>Summer 1</u></p>
	<p><u>Unit 12: Carnaval des Animaux</u> Carnaval des Animaux by Saint-Saëns is covered in this unit, giving pupils the opportunity to learn about a French composer and his music.</p>	<p><u>Summer 2</u></p>

<u>Year</u> <u>5</u>	<ul style="list-style-type: none"> 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* 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. 	<u>Unit 13: Weather</u> Pupils learn how to describe the weather in French and use compass points to give a weather report in French.	<u>Autumn</u> <u>1</u>
		<u>Unit 14: I am the musician!</u> This unit presents musical instruments with opinions. Pupils also learn how to sing a song in French. There is a karaoke version of the song in the Videos section of the website.	<u>Autumn</u> <u>2</u>
		<u>Unit 15: Time</u> Numbers are revised so that students can say the time in French in both digital and analogue formats.	<u>Spring</u> <u>1</u>
		<u>Unit 16: In town</u> This unit covers places in town and asking for directions. Prepositions are also introduced to enable pupils to say where places are.	<u>Spring</u> <u>2</u>
		<u>Unit 17: Les coquelicots</u> This artistic unit teaches students about the impressionist painter Claude Monet. They then learn how to describe one of his famous paintings.	<u>Summer</u> <u>1</u>
		<u>Unit 18: Seasons</u> This unit introduces the four seasons in order to allow students to put together a longer piece of writing describing the different weather and activities that people do in different seasons.	<u>Summer</u> <u>2</u>

<u>Year</u> <u>6</u>	<ul style="list-style-type: none"> 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* 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. 	<u>Unit 19: At school</u> School subjects are introduced along with opinions. Pupils also learn how to describe their classroom.	<u>Autumn</u> <u>1</u>
		<u>Unit 20: Where I live</u> In this unit, pupils learn the French for different rooms and how to describe their bedroom in French.	<u>Autumn</u> <u>2</u>
		<u>Unit 21: Past and Present</u> The past tense is introduced in this unit to compare what a town is currently like and what it was like in the past.	<u>Spring</u> <u>1</u>
		<u>Unit 22: Holidays</u> This unit presents countries and revises both weather and activities so that pupils can write about a holiday.	<u>Spring</u> <u>2</u>
		<u>Unit 23: Health</u> Pupils revise parts of the body so that they can talk about illnesses. The verbs <i>avoir</i> and <i>être</i> are formally introduced in the present tense.	<u>Summer</u> <u>1</u>
		<u>Unit 23: Health</u> Pupils revise parts of the body so that they can talk about illnesses. The verbs <i>avoir</i> and <i>être</i> are formally introduced in the present tense.	<u>Summer</u> <u>2</u>
		<u>Unit 24: Notre café</u> The final unit of the course is a transition unit and revises ordering in a café. Pupils will also fill in a transition record to take with them to their new school.	

IMPLEMENTATION

How We Teach

Statement of Current Practice

Primary children are very receptive to learning a new language. They are willing and able to mimic pronunciation without the inhibitions and self-consciousness of older students. This can give children a great sense of accomplishment from learning to say something new in a foreign language. It provides frequent opportunities to develop pupils' self-esteem and support their interpersonal skills.

International studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Pupils who learn a foreign language do better on both verbal and math tests than those that don't. Alongside deepening their understanding of grammatical concepts and rules in English.

A fundamental positive to language learning is it that provides children with the opportunity to learn more than to speak and write in a different language. Learning about festivals and traditions from countries where the language is spoken helps children appreciate other cultures so that they can take a place in our global society. This can support children in our school to broaden their horizons.

Additionally, this can support children in later careers. As the world becomes more global, businesses and public organisations will need more people who can communicate in other languages, and are aware of different cultures. Our chosen language at William Barnes is *French*; this is based on the subject knowledge, qualifications of staff and locality.

French is taught in a whole-class setting, by the class teacher. Teachers plan using suggested teaching ideas based on EasyMFL scheme of work for French. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles.

Children have the opportunity to learn about French culture and traditions. We aim to use daily incidental French so that throughout the day all children hear and use French around the school. KS1 children will be introduced to numbers to 10 and greetings across the school day to prepare them for KS2 lessons.

Each KS2 class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work.

Inclusion – SEN, G&T, Ethnicity, Gender, Equal Opportunities

All pupils, regardless of ability, race or gender, shall have the opportunity to develop their languages capability. William Barnes Primary School will promote equal opportunities and fair distribution of languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. *In accordance with our equal opportunities policy, all children regardless of race, gender or ability should have equal access to the Modern Foreign Languages (MFL) at William Barnes School.*

Parents

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning. Parents are informed of their child's progress in our termly reports.

Support

- The school has recently purchased a new scheme called Easy MFL. The scheme follows the 2014 National Curriculum. Chosen for the clear progression, lesson structure and use of ICT.
- Once a year Years 5 and 6 run a French café for the day for the whole school to visit and practise using their verbal French. This gives the older children an opportunity to support the younger pupils with their French and promotes the French language within the school.
- Year 6 to lead a whole school French Assembly (to be established 2023-24)

- Whole School French morning to learn about French culture and traditions
- Transition links with KS3 at the high school have been established.
- Workshops and role-play activities led by KS3 for Upper KS2 classes are organised by both French leads
- Transition meetings are held with the high school to ensure Year 6 children are ready and prepared for KS3 French.

IMPACT

Assessment

Summative Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their EasyMFL experience. Therefore, each unit of work has an assessment task. This task is the formal opportunity for teacher assessment the pupils *then marked against a clear progression levels ranging from 1-7.*

At the end of the academic year teachers report to the French Leader if a child is:

Working towards Working at Working beyond

Formative Assessment

Teachers use AfL strategies to monitor children's progress in lessons and over time. AFL strategies are embedded across the school and several strategies/beliefs apply to the ongoing assessment of French. The use of visualisers for immediate, within lesson feedback is used throughout the school.

The French lead passes on end of year French data to the following teacher.

Monitoring and evaluation

The French Leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Other monitoring strategies are:

- *Pupil voice and actions put in place*

- *Teacher evaluation of the content and learning processes and actions put in place*
- *Staff meetings to review and share experience*
- *Subject Leadership file collated and updated on a termly basis*
- *Assessment of subject from each year group logged*
- *Informal discussion with staff and pupils*
- *Observation of language displays*
- *Collection of language books*
- *Classroom observation*
- *Book Scrutiny's*
- *Primary Network Meetings Attended by French lead*

The Curriculum Committee of the governing body monitors this policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.