

William Reynolds Primary School



Modern Foreign Language Policy

Approved by Governors June 2018
To be reviewed June 2020

Information Page

These documents are referred to or link to this policy

- School Vision
- Teaching, Learning and Assessment Policy
- SEND Policy
- Curriculum Maps
- Social, Moral, Spiritual and Cultural document linking to all subject areas
- Collated data grids for each class and cohort
- Annual Monitoring Cycle
- E-Awareness Policy
- Safeguarding Policy

Rationale

At William Reynolds Primary School we believe that the learning of a modern foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, includes key skills of speaking and listening and extends their knowledge of how languages work. It also helps pupils to explore differences and similarities between French and English. It provides excitement, enjoyment and challenge for pupils and staff, helping to create enthusiastic learners with a positive attitude to language learning throughout life.

Learning another language gives pupils a new perspective on the multicultural and multilingual world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Aims

At William Reynolds Primary School we aim to

- foster an interest in language learning throughout KS2 by introducing children to other languages (French) in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- give an extra dimension to teaching and learning across the curriculum.
- help teachers to develop the confidence and competence to teach languages effectively.
- ensure pupils have access to native speakers by using ICT programmes such as 2Simplefrench.

As a school, our intention is to achieve these aims by adopting a range of approaches:

- Providing a rich and varied input of the language, so that children listen and interact with the sounds and patterns of the new language
- Promoting active learning to engage motivation
- Using games and songs to maximise enjoyment
- Telling and reading stories
- Interaction through role play and drama
- Questioning pupils
- Planning whole school events
- Developing classroom displays
- By using a range of resources including:
 - Story text, reference and library books
 - ICT

Curriculum organisation

Pupils learn languages (French) for approximately 30 minutes per week. This time allocation is made up of a combination of dedicated language lessons, lasting 20 minutes, and using language for real purposes in daily classroom routines (eg. give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or pupils may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

Teaching and learning

Our school curriculum maps provide detail of specific language areas to be covered and when these are taught. We are developing our planning so that medium term plans concentrate upon the relevant skills within the subject, particularly focusing on oral and written.

Modern Foreign language (French) will only be taught in KS2 (Year 3 - 6)

Pupils are taught how to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- communicate in French;
- look at life in another culture.

We also aim to develop teachers' confidence and competence to teach languages and embed languages across the Curriculum.

Organisation

Modern Foreign Language (French) is taught in a whole-class setting, by the class teacher. Teachers plan using a Planning Guide created by the Subject Leader using suggested teaching ideas taken from 'The Catherine Cheater 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.

SEND children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least twenty 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, pupils record written work informally in books.

As a school, we have introduced a passport of achievement which can be completed and passed through the school for each individual pupil. (see Appendix 1)

Explicit links are made to develop the Spiritual, Moral, Social and Cultural aspects of learning (see Appendix 2).

Resources

The Catherine Cheater Scheme and supporting materials for each year group are kept in the classroom. Wherever possible, links with native French speakers and the local secondary school MFL department will be pursued.

Key Stage 2

Pupils will:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- 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
- 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.

Role of the Subject leader

- To ensure that the Foreign Language Policy is mapped out for each year group in KS2.
- To promote good teaching and learning in Foreign Languages (French) throughout the school to raise standards of achievement.
- To advise and support staff in the planning, and delivery of MFL (French).
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for Foreign Languages with realistic and developmental targets
- Purchase and organise Foreign Language resources, ensuring they are readily available and well maintained.
- Keep the written policy document and scheme of work up to date and evaluate the content and method.
- Monitor the completion of pupils' French Passport as they move up through KS2 ensuring progression is evident.

ICT

Information Communication Technology can help with Foreign Language listening skills to ensure the children have access to listening to the native tongue.

Online Safety

To support children's learning in Modern Foreign Languages, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Independent research, where necessary, will be monitored by the class teacher or teaching assistant and will be conducted using a child safe search engine such as 'KidRex.org'

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

Equal opportunities

All pupils, regardless of gender, ability or race will have equal access to the teaching of a foreign language. However, this teaching will be differentiated appropriately to meet the needs of individual pupils and their own experiences.

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum.

Differentiation

There are three main types of differentiation used in MFL:

By outcome - same task to all pupils, but one that allows a variety of responses (e.g. Oral responses)

By support - teacher input, specialist learning support and other pupils acting as responsible partners (e.g. activities)

By task - different tasks given to groups of individuals to assist the less able and stretch the more able.

(See Appendix 3, Attainment Targets in Foreign Languages)

Assessment and recording

Opportunities to monitor pupil progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessment in Foreign Languages is made through informal judgements during focused Foreign Language lessons or cross curricular work, often during classroom routines.

Assessment without levels documentation (See Appendix 4) supports teachers in planning and assessing children's work.

The progress of a sample of pupils from a range of abilities within the class is tracked using the assessment grid.

Teachers respond to pupils work, sharing with them what they do well and identifying their next steps for development. At the end of each year the pupil passport is passed to the next year group to continue to show progress in Foreign Languages.

Clarifying terms and definitions

Greater Depth - More able children

Mastery - Describes our curriculum.

Working above and beyond the basic skills to develop **fluency, reasoning and problem solving**.

All children need opportunities to do this and apply skills **independently, consistently and through choice**.

Gifted and Talented - Children who show a particular flair or ability within an aspect of MFL.

Year 3	YEAR 4	YEAR 5	YEAR 6
Greetings - Les salutations	Revision of Year 3	Revision of Year 4	Numbers 1 - 100
Name	Revision of Year 3	Numbers to 0 - 30	Time
Days of the week	Numbers 0-20	Weather	Parts of the body
Numbers 0 -10	Revise Months	Food and drink	Clothes adj. agreement
Alphabet	Birthdays	Celebrations / Greetings Les Salutations	Sentence building Nouns (masculine /feminine) and adjectives
Colours	Family	Class objects	Rooms
Classroom phrases	Pets	Dictionary skills	Dictionary skills
Cognates (Similar meaning across two languages)	Revise the Alphabet	Sentence building, Nouns (masculine/feminine) and adjectives	Telling the time Class Time Table
Learn a song	Learn a song and actions	Learn a song/Learn actions	Cognates (Similar meaning across two languages)
	Cognates (Similar meaning across two languages)	Cognates (Similar meaning across two languages)	
Bonne année - New Year	Revision of classroom language,	Revision of Classroom language through musical statues	Physical Activity in French
Numbers 0 -20	Learn and spell animal names	Revision of Spellings of animal names Un lion, un mouton, un caméléon etc.	
Months of the year	Gender (masc. /fem.)	Sentence construction using animal names	
The Home			
Learn a Song			
The Body			French Menu (revision) Children create a menu and cook meal
Learn a Song /Watch DVD			

SMSC within MFL at William Reynolds Primary School and Nursery

Pupils' spiritual development is shown by their	
<ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Year 3	Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.
Year 4	
Year 5	
Year 6	
Whole School - Linked to Secrets of Success develop a French Café afternoon.	

Pupils' moral development is shown by their	
<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues 	
Year 3	Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learning to take the risk of making mistakes and appreciating those other pupils are attempting to speak another language.
Year 4	
Year 5	
Year 6	

Pupils' social development is shown by their	
<ul style="list-style-type: none"> • Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	
Year 3	To develop a mentoring programme with older pupils from the local Secondary Schools. To explore developing 'pen pal' systems with pupils in France.
Year 4	
Year 5	
Year 6	

Pupils' cultural development is shown by their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Year 3

In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain.

Year 4

Year 5

Year 6

Pupils explore famous landmarks and the history and heritage linked to these landmarks in Britain and France. Pupils can compare the Arts (famous artists, composer, and singers) and sport (sport linked to the Olympics in the Summer Term).

Whole School - As part of our Story Telling in the Autumn Term link to traditional story from France.

Key skills progression for MFL

Name _____

Year 3

Greetings - Les salutations	
Name	
Days of the week	
Numbers 0 -10	
Alphabet	
Colours	
Classroom phrases	
Cognates (Similar meaning across two languages)	
Learn a song	
Bonne année - New Year	
Numbers 0 -20	
Months of the year	
The Home	
Learn a Song	
The Body	
Learn a Song /Watch DVD	

Identifying Greater Depth in Year 3

Characteristics of Greater Depth	Examples to support your judgement
Independence	Recognise sounds and combinations of sounds which are similar to, or different from, those of English without recall to the teacher
Fluency	Take part in conversations at an appropriate level, reacting to instructions and questions.
Application	Read, copy and write independently familiar words and simple phrases in context e.g. days of the week, classroom items, numbers.
Consistency	Consistently use their language skills to communicate
Synthesise	Make connections with other languages.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.

Name _____

Year 4

Revision of Year 3	
Revision of Year 3	
Numbers 0-20	
Revise Months	
Birthdays	
Family	
Pets	
Revise the Alphabet	
Learn a song and actions	
Cognates (Similar meaning across two languages)	
Revision of classroom language,	
Learn and spell animal names	
Gender (masc. /fem.)	

Identifying Greater Depth in Year 4

Characteristics of Greater Depth	Examples to support your judgement
Independence	Recognise sounds and combinations of sounds which are similar to, or different from, those of English without recall to the teacher
Fluency	Apply a skill with a high level of confidence and show good resilience when the task seems demanding
Application	Read, copy and write independently familiar words and simple phrases in context e.g. classroom language, animal names, family
Consistency	Consistently use their language skills to communicate
Synthesise	Make connections with other languages.
Re visit	Return to this aspect of learning after a break and still feel confident that they can communicate in a foreign language without difficulty.
Explain it	Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.

Name _____

Year 5

Revision of Year 4	
Numbers to 0 - 30	
Weather	
Food and drink	
Celebrations / Greetings Les Salutations	
Class objects	
Dictionary skills	
Sentence building, Nouns (masculine/feminine) and adjectives	
Learn a song/Learn actions	
Cognates (Similar meaning across two languages)	
Revision of Classroom language through musical statues	
Revision of Spellings of animal names - Un lion, un mouton, un caméléon etc.	
Sentence construction using animal names	

Identifying Greater Depth in Year 5

Characteristics of Greater Depth	Examples to support your judgement
Independence	Recognise sounds and combinations of sounds which are similar to, or different from, those of English without recall to the teacher.
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Write sentences and short texts independently and from memory.
Consistency	Consistently use their language skills to communicate
Synthesise	Make connections with other languages.
Re visit	Return to this aspect of learning after a break and still feel confident that they can communicate in a foreign language without difficulty.
Explain it	Read and write independently familiar words and simple phrases in context e.g. classroom items, Food and drink, Celebrations / Greetings Les Salutations

Name _____

Year 6

Numbers 1 - 100	
Time	
Parts of the body	
Clothes adj. agreement	
Sentence building Nouns (masculine /feminine) and adjectives	
Rooms	
Dictionary skills	
Telling the time Class Time Table	
Cognates (Similar meaning across two languages)	
Physical Activity in French	
French Menu (revision) Children create a menu and cook meal	

Identifying Greater Depth in Year 6

Characteristics of Greater Depth	Examples to support your judgement
Independence	Recognise sounds and combinations of sounds which are similar to, or different from, those of English without recall to the teacher.
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Write sentences and short texts independently and from memory.
Consistency	Consistently use their language skills to communicate
Synthesise	Make connections with other languages.
Re visit	Return to this aspect of learning after a break and still feel confident that they can communicate in a foreign language without difficulty.
Explain it	Read and write independently familiar words and simple phrases in context e.g. telling the time, Food and drink, dictionary skills

Assessment of MFL at William Reynolds

The contents of this grid form part of a passport and is designed to enable progression within these requirements to be shown for all children.

The example below shows an imaginary record for a below average child.

- Each objective should be considered until the child is confident in that skill and therefore has a tick in column 3. However, once column 3 is ticked that objective no longer needs to be considered.
- If a child is showing no evidence for an objective the row is left empty.
- Higher ability children could have ticks against objectives for the year above.
- If assessments are completed twice in the year the same year group column is completed on both occasions but different coloured ticks are used.
- It is intended that these grids reflect teacher assessment (from observation in class) and **not** the results of tests.

William Reynolds Primary School Record of Achievement in Modern Foreign Languages (MFL)

Name _____	Year 3 _____			Year 4 _____			Year 5 _____			Year 6 _____		
Oracy (listening and speaking)												
Listen and respond to simple rhymes,	1	2	3	1	2	3	1	2	3	1	2	3
Listen and respond to simple stories												
Listen and respond to simple songs												
Recognise and respond to sound patterns and words												
Perform simple communicative tasks using single words, phrases and short sentences (Classroom phrases)												
Listen attentively and understand instructions, everyday classroom language and praise words												
Literacy												
Recognise some familiar words in written form												
Make links between some, rhymes and spellings, and read aloud familiar words and numbers												
Experiment with the writing of simple words												
Read and write numbers to 10												
Read and write numbers to 20												
Recognise some familiar words in written form												
Be aware of feminine and masculine nouns												
Recognise question forms												
Experiment with the writing of simple words												
Read some familiar words and phrases aloud and pronounce them accurately												
Write simple words and phrases using a model and some words from memory												
Read and understand a range of familiar written phrases												
Recognise and use simple negatives e.g. I don't like, I am not												
Intercultural understanding												
Learn about the different languages spoken by children in the school												
Locate country/countries where the language is spoken												
Identify social conventions at home and in other cultures												
Make indirect or direct contact with the country/countries where the language is spoken												

1 = sometimes 2 = usually 3 = confidently