

Longmoor Primary School

Modern Foreign Languages Policy 2024 - 2026



Adopted by Governors

Chair of Governors Signature: <i>Jane Wright</i>	Date: 27 th March, 2024
Chair of Governors Signature: <i>Jane Wright</i>	Date: 24 th March, 2021
Chair of Governors Signature: <i>Linda Fitch</i>	Date: November 2017

Rationale:

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). Here at Longmoor, we have adopted a whole school approach to the teaching of French to all KS2 pupils. By doing this, children learn to communicate in speech and writing, and respond to a speaker's thoughts and questions. We aim to provide the foundations for further language learning later on in children's linguistic journey.

Aims:

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their language learning abilities and apply these to real-life scenarios.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between their learning of French and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2. We have adopted a **Phonics > Grammar > Vocabulary** approach to learning French, as this coincides with the pedagogical process in which English is taught.

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 authentic writing in the language studied.

By the end of KS2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Organisation and Delivery:

Children from Years 3-6 receive a minimum of 45 minutes of French learning per week. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of tasks, grouping or support from an adult. Language Angels also provide songs and games that link with each topic, which are used to deepen the children's understanding in an engaging way.

Resources:

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

French lessons include all, or a selection of, the following:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
 - Songs & raps.
 - Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Assessment of Pupil Learning and Progress:

Self-assessment sheets are used at the end of each topic, which allow children to reflect on their learning of French throughout the term. These can then be used to aid the teacher's assessment of pupil learning, which is ongoing. Progression through the programmes of study is tracked using half-termly class assessment grids to show children's progress towards meeting the objectives, based on whether they are emerging, expected or exceeding expectations.

Monitoring and Evaluation:

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via the collection of work samples, conversations with teachers in school about their delivery of French, observations followed by feedback sessions, pupil and staff voice questionnaires and analysis of year group assessment grids.

Inclusion:

All pupils, regardless of race, gender or disability, shall have the opportunity to develop their linguistic skills. The teaching of MFL promotes inclusivity and diversity through its appreciation of other cultures and communities.