

Modern Foreign Language Policy

Intent

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Reed First School has adopted an approach to the teaching of French to all pupils in KS1 and 2 to support the children in strong foundations from lessons in KS1 to secure a wider knowledge and understanding of the language by the time they leave in Year 4.

We intend to extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

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 own foreign language learning abilities when they finish the lower key stage 2 phase of their education.

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 the foreign language they are learning 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 KS1 and 2 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.

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 key stage 2, 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.

Key Stage One and Two:

French is taught in a whole-class setting by a qualified class teacher. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience. 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 task, grouping or support from an adult.

Our Key Stage 1 and 2 classes has a timetabled lesson of at least thirty minutes per week. All lessons are interactive and practical. There are displays in both classrooms to support the learning and pupils in KS2 have a book to record their written work. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained, for example counting the number of children in school, or sharing the date or weather.

Our curriculum map outlines the units of work taught in a two-year cycle. Some of the units are repeated or overlap. This has been planned purposefully to enable layered learning in small manageable sections to ensure learning is embedded before moving on.

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.

Assessment

All pupils have an assessment sheet which lists all end points for every unit of work taught at each Key Stage. This is updated during the year to give an overview of strengths and areas of development for individuals and cohorts of children. These assessment sheets are passed on in cohort folders in the teacher shared drive to inform the planning of the next related unit of work. They also feed in to the assessments made at the end of each year for the annual written report.

Differentiation Inclusion and Special Educational Needs

All children are taught the MFL curriculum. We recognise the fact that we have children of differing ability and needs in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome, the grouping of the children, resources provided and/or support from peers or adults. Tasks will be adapted where needed to ensure MFL skills can be met and that barriers from other areas, for example, writing and reading do not stop children from becoming linguists. Lessons are scheduled and resources adapted to ensure full participation.

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the MFL curriculum.