

# Bitterne C of E Primary School



## Policy for Modern Foreign Languages (MfL) - French

Headteacher: Andy Peterson

At Bitterne CE Primary School, we will inspire every child to develop curiosity and fascination about the world around us and modern languages, which will remain with them for the rest of their lives. We will stimulate their minds to reflect on other languages and cultures with upmost respect, and give children the freedom to be able to communicate in a modern language. Through high quality lessons, we will encourage children to use new vocabulary and phrases, leading to a high-level of achievement in MfL and prepare them well to contribute to the wider society in which they live.

<b>Reviewed by</b>	Leadership Team and Full Governing Board	<b>Authorised by</b>	Leadership Team
<b>Last Review</b>	September 2021	<b>Subject Lead</b>	Ellie Scriven
<b>Next Review</b>	September 2024	<b>Review Cycle</b>	Every 2-3 years (or sooner if required)
<b>Signed for Governors:</b>			Amanda Humby, Chair of Governors

## **The Nature of Modern Foreign Languages at Primary School.**

*'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'*

National Curriculum 2014 page 193

## **The Nature of Modern Foreign Languages at Bitterne CE**

### **Primary**

At Bitterne CE Primary School, we facilitate the children's enquiry of Modern Foreign Languages (MfL) through the school's Christian values of Love, Trust and Forgiveness. We believe that learning MfL has the potential to give the children freedom to communicate with others in an increasingly international world, giving them the foundation blocks of skills that will be essential for them throughout their life.

Through love, the children will develop an awe and excitement of using a language that is not their own as they begin to become more confident in a wider vocabulary range. In trust, the children will gain confidence in using unfamiliar words and phrases, leading to them both writing and having conversations in another modern language. Through forgiveness, the children will increase their confidence in using words in another tongue, learning from mistakes, as well as gaining an understanding and respect of other cultures.

Throughout their time at Bitterne CE Primary, all children will have the opportunity to foster their love and enjoyment of MfL. Presently, the children learn French. Theme days, visits and special visitors have been carefully selected to develop experiences that the children will remember for the rest of their lives, which in turn will underpin their love of learning another modern language. Learning another MfL is compulsory for all children from Year 3 upwards. From humble beginnings of learning basic greetings, colours, numbers and other vocabulary in Year 3, the children will progress to more complex conversations, both spoken and written, with an increasing amount of vocabulary, by Year 6.

## **The National Curriculum**

### **The Nature of Languages**

This involves learning to communicate in a foreign language (with an emphasis on listening and speaking) as well as learning about language and comparison of different cultures. Within Modern Foreign Language (French) that we teach, there are five main components (below) that are fundamental to learning (see NC 2014 page 194):

By the end of KS2 most children will be able to:

See Appendix 1 for year group coverage.

<p><b>Listening</b> listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p><b>Speaking</b> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p>
<p><b>Writing</b> 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>	<p><b>Reading</b> read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
<p><b>Intercultural Understanding</b> respect and understand cultural diversity, understand how symbols, objects and pictures can represent a country</p> <p>talk about, discuss and present information about a particular country's culture</p> <p>begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war</p>	<p><b>Grammar</b> understand basic grammar appropriate to the language being studied, such as (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>

**To view the Progression of Skills and Knowledge for MfL (French), please see Appendix 1.**

## Links Across the Curriculum

MfL should make clear links to other areas of the curriculum and teachers should reinforce their high expectations of reading, writing and maths within French lessons. Links should also be made, where appropriate, to other areas of the curriculum.

### Links to Personal Development

- **Spiritual development:** Through helping children to explore a new language, new vocabulary and diversity of the world. MfL provides opportunities for children to express themselves in French, through the media of both writing and speaking. Pupils experience a sense of curiosity about linking their own language to another language and become excited about learning a new language.
- **Moral development:** Pupils recognise the importance of learning a MFL from another country to enable them to respect different languages and cultures. Pupils are encouraged to take the risk of making mistakes and appreciate that other pupils are attempting to speak another language, building upon resilience.
- **Social development:** Through helping children to understand the need to consider other languages within the world. MfL encourages a collaborative approach to learning. Children regularly converse in partners or groups within French.
- **Cultural development:** Through exposing children to a foreign language and culture, it promotes respect, diversity and their role within the world. Through learning French, pupils begin to appreciate the similarities and differences between French and British cultures, for example, at important festivals of the year, such as Easter and Christmas.

### Links to English

Children should be introduced to new words and phrases in a progressive way across the school. The vocabulary should be modelled precisely by all staff and children should be expected to accurately use the vocabulary when speaking and in their written work. When children are using reading skills for to extract information from non-fiction books and fiction-based stories of a new language, explicit links should be made to these skills. Furthermore, children will develop their use of French dictionaries in finding and checking word translations.

Teachers must ensure that children are given opportunities to apply their French skills to writing. This could include explanations, labelling, emailing, sentence writing. The writing should be of the same standard as the writing in English books. Please refer to the English Policy for further information.

### Links to maths

Children will learn how to say numbers in a second language and practice and consolidate counting. Children will be exposed to both 2D and 3D shapes and telling the time.

### History and Geography

Children will learn about different locations and cultures. They will explore where a language may be spoken around the world and learn about people and historical buildings.

# **Inclusion in MfL**

## **Inclusion of SEND in MfL**

All children should make good progress in each unit of MfL. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; high-quality marking and feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups. Children with SEND will have lessons adapted according to the provision outlined on their Passport to Success to ensure they are able to access all lessons appropriately and make good or better progress.

For children in the Shooting Stars group, the curriculum overview provides opportunities for children to develop their French knowledge and vocabulary at a level appropriate to their development. Teachers liaise with the Shooting Stars Lead to ensure learning can be reinforced back in the classroom.

For children in the Woodlands nurture group, the curriculum is adapted to teach children the knowledge of MfL that they require in the context of the setting. Phrases and vocabulary is modified according to the topics covered within Woodlands and appropriate for their development. Teachers continue to liaise with the Woodlands Lead to ensure skills are transferred and reinforced back in to the classroom.

## **Inclusion of Greater Depth in MfL**

At Bitterne CE Primary School, we seek to challenge children who are more able and offer them inspirational opportunities to further their love and enthusiasm in MfL. All teachers will adapt lessons to cater for children who are more able or working at a 'Greater Depth' level. This will focus around giving children new vocabulary, building on their current knowledge and introducing new phrases which they can apply within their spoken and written work. They will experiment with language and develop a greater understanding of grammatical rules and patterns and start to link matching sound words from previous topics. Furthermore, the curriculum will be adapted to allow children to further their own interests and opinions.

## **Planning for Modern Foreign Languages**

The planning for MfL should follow the National Curriculum programmes of study for each key stage. The national curriculum for languages aims to ensure that all pupils access the content through:

- Understanding and responding 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,
- Writing at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt,
- Discovering and developing an appreciation of a range of writing in the language studied.

The planning of MfL should follow the agreed format across the school, showing the 'Learning Journey' over a unit with clear expected outcomes. The learning will be progressive and ensure

the children are taught the skills, knowledge and understanding needed over the unit so that by the end of it good progress is evident. All planning should dedicate appropriate time to children working in MfL for a sustained period of time for both teacher structured work and independent work. Over a unit of work there should be a good variety of learning activities to interest and engage students. These could include: exploring patterns through rhymes and songs, engaging in conversations, asking and answering questions, expressing opinions, responding to others, seeking clarity, speaking in sentences, using familiar vocabulary and phrases, orally sharing ideas to a range of audiences, appreciating stories and songs, listening to native speakers role play, and describing people, places, things and actions both orally and in writing.

Opportunities should be planned for children to record their work in a variety of forms. A written outcome is not expected from every French lesson as it is not always the most appropriate form of recording and can be a barrier to some children. If this is the case, teachers must plan how the learning will be recorded, and this could include drawing of understanding, photographs, videos or voice recording of children.

### **Pre and post assessment**

For most units, children will complete a pre-assessment at the beginning of every unit of French taught. This should consist of questions or tasks relating to the intended outcomes of the unit. The outcomes of the pre-assessment should be recorded and used by the teacher to inform planning and differentiation. At the end of the unit of work, a similar set of questions and tasks should be completed by children as a post assessment, and the outcomes again recorded to allow the MfL leader to compare and evaluate progress. The outcomes of post assessments should be used by teachers when writing reports to parents at the end of the year and feed in to the Foundation Assessment tracker. The use of pre and post assessments are also very important in allowing children to assess their own progress and see their learning following a unit.

### **Marking and feedback**

MfL work should always be marked in accordance with the Feedback Policy. There should be evidence of verbal feedback, self/peer marking or a tick, tip and time given for talkback activities to respond to the marking. The tip should be the next step to improve the MfL work and should be linked to the learning intention and success criteria. Please refer to the Feedback Policy for further information.

## **Leadership of Modern Foreign Languages**

[Please see the Curriculum Leadership Overview for full details of the Subject Leader's role and how this relates to the wider Leadership structure].

The MfL subject leader should:

- Clearly communicate an ambitious vision for MfL, providing inclusive education to all pupils
- Complete a current subject Raising Attainment Plan (RAP) securely based on accurate evaluation of the school's strengths and areas to develop.
- Ensure full curriculum coverage in every year group. Within this, the subject lead should ensure skills progress from year group to year group and topic to topic.
- Be relentless in ensuring that the French in the school follows this policy, which will result in greater consistency in the teaching and learning for MfL.

- Monitor the Behaviour and Attitudes of children within MfL and review where provision could be adapted to encourage enjoyment and engagement within the subject.
- Undertake regular monitoring activities for MfL (undertake learning walks, pupil conference, data analysis, work sample, planning scrutiny etc).
- Proactively seek opportunities to develop the MfL curriculum within the local community of the school, including involving parents, carers and local services where relevant.

### **Monitoring MfL**

MfL will be monitored regularly by the subject lead to make sure that the subject is being taught effectively across the school, and know where support may be needed. The MfL leader will monitor the subject in a variety of ways including:

- Pupil conferencing where they talk to children from different year groups
- Quality assuring where they may see what skills the children have learnt from their units by working with children on small tasks
- Book scrutinies to look at the work within sketch books and topic books (KS1)
- Planning reviews
- Observation of lessons
- Staff questionnaires
- Teacher interviews
- Photo capture of work displayed around the school
- Discussions with cluster schools
- Evaluating the MfL RAP
- Checking learning against the progression of skills and curriculum overview.

MfL will also be monitored by the MfL Link Governor with whom the subject lead will communicate and feedback to about how art learning is progressing over the year.

This policy will be reviewed every 2 years or sooner as appropriate.

## **APPENDIX 1**

### **Bitterne CE Primary School MFL(French)**

#### The curriculum:

##### **FL2/1.1 Listening & Comprehension**

FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding

FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

##### **FL2/1.2 Speaking**

FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*

FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures

FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

FL2/1.2d present ideas and information orally to a range of audiences\*

##### **FL2/1.3 Reading & Comprehension**

FL2/1.3a read carefully and show understanding of words, phrases and simple writing

FL2/1.3b appreciate stories, songs, poems and rhymes in the language

FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

##### **FL2/1.4 Writing**

FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly

FL2/1.4b describe people, places, things and actions orally\* and in writing

FL2/1.4c 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.



## Long term overview/whole school plan

### **Knowledge:**

Year 3		
Autumn Term	Spring Term	Summer Term
Numbers to 10 Simple greetings What is your name? How old are you?	Numbers to 20 Days of the week Months of the year Simple instructions (follow) Sizes	Numbers to 30 Colours (simple/common colours) Animals (pets and well known) 2D shapes
Year 4		
Autumn Term	Spring Term	Summer Term
Numbers to 40 Fruit Body parts (simple) Feelings - How are you feeling?	Numbers to 60 Single letter sounds Colours (a larger range) Expressing preferences and opinions Animals and habitats (more complex) Local countries - Where do you live?	Family and people Clothing Rooms in the house Items around the house/furniture Vegetables and common foods
Year 5		
Autumn Term	Spring Term	Summer Term
Re-cap year 3 and 4 . Numbers to 100 & 1000 School subjects and likes/dislikes Telling the time – hours and minutes	Learning the alphabet Gender In my school bag ..... Items around the school and classroom Places in the town or city e.g. church	Leisure and hobbies Sports Body parts (more specific) and actions Weather and seasons
Year 6		
Autumn Term	Spring Term	Summer Term
Recap numbers to 100 & 1000. Re-cap all covered so far (above)	Planets in the solar system Directions 3D shapes	Characteristics Way of life in France vs England Asking for things around the classroom

**Skills: Listening, speaking, reading, writing and intercultural understanding.**

Year 3				
Listening	Speaking	Reading	Writing	Intercultural Understanding
Understand a few familiar spoken words and phrases. E.g. simple instructions or a few words in a song.	Say/repeat a few words or short simple phrases  Know how to pronounce a few simple sounds  Imitate some correct pronunciation	Recognises and reads out a few familiar words or phrases – e.g. stories and rhymes or labels on familiar objects. the date  Understands some familiar written phrases e.g.simple colour and nouns  Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email  Use visual clues to help with reading	Write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours  Select appropriate words to complete short phrases or sentences.	Understand and respect that there are people and places in the world around me that are different to where I live and play.  Understand that some people speak a different language to my own.
Year 4				
Listening	Speaking	Reading	Writing	Intercultural Understanding
Understand a range of familiar spoken phrases e.g. basic phrases concerning myself, my family and school  Respond to a clear model of language	Answer simple questions and give basic information – e.g. about the weather brothers and sisters, animals.  Know how to pronounce all single letter sounds.  Show an awareness of sound patterns.  Be clearly understood	Understands some familiar written phrases e.g. Simple animal/ colour phrases and basic descriptions of objects	Write one or two short sentences with support (a model or fill in the words on a simple form) e.g. shopping list, holiday, greetings by email/postcard Begin to spell some commonly used words correctly.	Identify similarities and differences in my culture to that of another.  Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.

Year 5				
Listening	Speaking	Reading	Writing	Intercultural Understanding
Understand the main points from a spoken passage made up of familiar language e.g. short rhyme or song, basic telephone message or weather forecast	<p>Ask and answer simple questions– e.g. taking part in an interview/survey about pets/favourite food or talking to a friend about hobbies</p> <p>Talk about personal interests.</p> <p>Know how to pronounce some letter strings.</p>	<p>Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email</p> <p>Match sound to print by reading aloud familiar words and phrases.</p> <p>Use a book or glossary to find out the meanings of new words.</p>	<p>Write a few short sentences with support using already learnt e.g. postcard, simple note or message</p> <p>Spell words that are readily understandable.</p>	<p>Respect and understand cultural diversity.</p> <p>Understand how symbols, objects and pictures can represent a country.</p>
Year 6				
Listening	Speaking	Reading	Writing	Intercultural Understanding
Understand the main points and some of the detail from a short spoken passage – e.g. Sentences describing what people are wearing or an announcement.	<p>Take part in a simple conversation.</p> <p>Express an opinion.</p> <p>Know how to pronounce a range of letter strings.</p> <p>Begin to understand how accents change letter sounds.</p> <p>Can substitute items of vocabulary to vary questions or statements.</p> <p>Pronunciation is becoming more accurate and intonation is being developed.</p>	<p>Understand the main points and some of the detail from a short written text.</p> <p>Begin to read independently.</p> <p>Use a bilingual Dictionary to look up new words.</p>	<p>Write a short text on a familiar topic, adapting language already learnt.</p> <p>Spell commonly used words correctly.</p>	<p>Talk about, discuss and present information about a particular country's culture.</p> <p>Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.</p>

### KS2 Progression of Skills Tracking

	Stage 1	Stage 2	Stage 3	Stage 4
Listening	<ul style="list-style-type: none"> <li>• you understand <b>familiar words</b> or <b>phrases</b></li> <li>• sometimes you need things repeated to help understand</li> </ul>	<ul style="list-style-type: none"> <li>• you understand a <b>range</b> of <b>familiar phrases</b></li> <li>• you understand clear speech, such as from a tape</li> </ul>	<ul style="list-style-type: none"> <li>• you understand <b>main points</b> from a <b>short passage</b> with <b>familiar words</b> and <b>phrases</b></li> <li>• some things need to be repeated</li> </ul>	<ul style="list-style-type: none"> <li>• you understand <b>main points</b> and <b>some detail</b> from a passage with <b>simple sentences</b> and <b>familiar</b> language</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• you can say <b>single words</b> and <b>short phrases</b></li> <li>• you might need to listen to an example given by a teacher</li> </ul>	<ul style="list-style-type: none"> <li>• you can answer <b>simple questions</b> and give <b>basic</b> information using <b>set phrases</b> to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• you can <b>ask</b> and <b>answer</b> simple questions and talk about <b>what you like</b></li> <li>• you can take part in a <b>short, prepared</b> conversation</li> </ul>	<ul style="list-style-type: none"> <li>• you can take part in a <b>short, prepared</b> conversation</li> <li>• you <b>adapt</b> examples given to you to produce your <b>own</b> answers</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• you can understand a <b>few familiar words</b> and phrases</li> <li>• you might need pictures to help you understand</li> </ul>	<ul style="list-style-type: none"> <li>• you can understand <b>familiar</b> written phrases</li> <li>• you can use a <b>glossary</b> to find out the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>• you understand <b>main points</b> and <b>personal responses</b> from <b>short texts</b> with <b>familiar</b> language</li> <li>• you can use a <b>dictionary</b> to find out the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>• you understand <b>main points</b> and <b>some detail</b> from <b>short texts</b> with <b>familiar</b> language</li> <li>• you can work out meanings of new words from <b>looking at other words</b> in the text</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• you can <b>copy simple words</b> correctly and <b>label</b> items</li> <li>• you can <b>select words</b> to <b>complete short words</b> or <b>sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>• you can write <b>one</b> or <b>two short sentences</b>, <b>following an example</b></li> <li>• you can write <b>familiar short phrases</b> from memory</li> </ul>	<ul style="list-style-type: none"> <li>• you can write a few <b>short sentences</b> with the support of an <b>example</b> or <b>glossary</b> and use <b>expressions</b> that you have <b>learned</b></li> </ul>	<ul style="list-style-type: none"> <li>• you can write <b>short texts</b> on <b>familiar</b> topics, <b>adapting phrases</b> you have <b>learned</b></li> <li>• you <b>follow</b> and <b>adapt</b> examples by <b>substituting single words</b> and <b>phrases</b></li> </ul>

Stage 1 = Year 3 and 4  
 Stage 2 = Year 4 and 5  
 Stage 3 = Year 5 and 6  
 Stage 4 = Year 6 and GDS