

Introduction: This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the primary languages curriculum at Sytchampton Primary School. This document describes the aims and principles for the teaching of French. It has been written by the MFL coordinator and adopted by the school leadership team, the teaching staff and governors.

Rationale: Studying a language in primary school provides children with skills that are essential for the twenty-first century. As well as giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. The study of a second language also supports children's literacy and oracy in school, by raising awareness of aspects of their own language(s), thereby enriching their understanding of both.

Aim of Policy: Our aim, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world and their future economic well-being. Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence and an understanding of other cultures. We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

National Curriculum For every pupil in key stage 2, learning a language is a statutory foundation subject. The new programme of study for KS2 set out the new national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. **At Sytchampton, all children across the school engage in songs, greetings and number vocabulary, this includes our Reception class.** We teach French in Years 3 to 6 as part of the national entitlement to the study of a second language.

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.

Curriculum Management: Sytchampton Primary School has a dedicated MFL Co-ordinator with responsibility for the management of teaching of French across Years 3 to 6. A Schemes of Learning (La Jolie Ronde) is available for French in all Years 1 to 6 (including EYFS) to ensure a balanced and well-distributed coverage of the attainment targets set out in the programme of study for KS2 and to ensure continuity and progression in language learning across the key stages. Teachers are also encouraged to use the wealth of materials available on the internet and our subscribed accounts, such as Education City and Espresso.

We believe in a progression of skills across our curriculum subjects. Every lesson builds vocabulary with quick fire revision of greetings, colours, numbers, days of the week, months of the year. Feedback from the pupils suggests that building on familiar vocabulary routinely promotes confidence. Core Vocabulary should also be taught at the beginning of every unit. We also incorporate Seasonal festivities into our French lessons!

Approach to Language Teaching: All pupils in KS2 learn languages for no less than 30-60 minutes per week. This time is made up of a combination of dedicated language lessons, cross-curricular approaches and using language for real purposes in daily classroom routines. French is taught by the class teacher or language specialist as we consider this to be important in allowing the teacher to follow up throughout the week providing the constant revision needed for effective language learning. For example registration time can be used to reinforce vocabulary already learned.

Teachers plan their lessons using a variety of materials and are readily encouraged to supplement online materials 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. Children are also given the opportunity to select areas of interest. 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 if needed.

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language. We base the teaching of languages on the guidance material in the Key Stage 2 Framework for Languages.

The study of a foreign language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the literacy curriculum. The study of the language and culture of another country also contributes to PSHE and citizenship, geography and religious studies (Worcestershire Syllabus). A foreign language is an invaluable medium through which other aspects of the KS2 study can be accessed and so links may be made between the teaching of primary languages and subjects such as music, art, science or physical education. The policy of the school is that opportunities for speaking another language should be exploited as fully as possible, be it in the playground or in the classroom.

Recording, assessment and reporting: Language work will be marked in line with the school policy on marking. Additional aspects that will be taken account of is level of performance in specific areas of language competency such as speaking and listening (oracy)/reading and writing (literacy). Alongside teacher marking and feedback pupils will be encouraged to self-assess and peer-assess and to set targets for improvement for both themselves and their peers. Levels of attainment in French will be included in reports home to parents at the end of the year.

Inclusion: The teaching of a language in key stage 2 at Sytchampton is a statutory requirement and forms parts of a curriculum entitlement for all. The school aims to ensure that all children have opportunities to access and benefit from learning a foreign language together according to their needs. Therefore ,all pupils regardless of race, gender, special educational needs or language spoken at home will have the opportunity to develop this language capability in school. Care will be taken to ensure that a variety of language learning activities and strategies are deployed in order to engage and motivate all learners.

Resources: Some language learning resources are available in school, as appropriate, for each year group, including Euros, number beanbags, Education City and Espresso

Homework if set, great care will be taken to ensure that it is a task which can be completed with confidence at home.

Monitoring and Review: The MFL Co-ordinator, reporting to the Head teacher, is responsible for monitoring teaching practice to see that the school languages policy is being implemented. This includes overseeing the development and review of schemes of learning for MFL, monitoring language planning and teaching, and sampling pupil work and teacher marking. In addition, the MFL Co-ordinator will identify and organise a response to staff development needs.

Action Plan February 2020

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board.

In addition, in accordance with the requirements of the programme of study for KS2, pupils will be encouraged to engage with authentic text and literature (stories and extracts, poems etc.) in French.

Consider replacing the old scheme with Language Angels, an online resource. This would ensure greater continuity as the class teachers become responsible for their own teaching of French.

Pupils Voice...more input on animals and food!