

MFL POLICY

September 2021



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Reviewed and approved by: Exec Team

Date of approval: Sept 2021

Date of next review: Jun 2023

Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

MFL INTENT AT SOMERVILLE

The 2013 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.

Our high-quality language curriculum will foster children's curiosity and deepen pupils understanding of the world. At Somerville Primary School, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French from F2 to Year 6 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

The Somerville MFL Curriculum is designed to:-

- Promote a love of language learning.
- Offer children the opportunity to speak, read, listen and write in another language.
- Foster the skills that make good language learners.
- Expose children to different cultures and ways of living.
- Teach respectful ways of communicating with different people and learn to accept other peoples' languages and cultures.
- Give children the experience of celebrating festivals, celebrations and traditions from other countries.
- Work as linguists.

At Somerville, we teach French from F2 to KS2.

Children in all years follow the Primary Language Network Scheme(PLN). In F2 and KS1, this is mostly focussed on speaking and listening with occasionally opportunities to practise writing in French.

In KS2, the PLN Scheme is based on the National Curriculum with progression built into the scheme of lessons.

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:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing. 8. Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- 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.
- 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 IMPLEMENTATION AT SOMERVILLE

- Children at Somerville Primary School from F2-Year 6 receive weekly French lessons for 40 minutes. The first ten minutes will be reviewing content from previous year groups and units from the current school year. The following thirty minutes will be following the lesson plans from the Primary Language Network Scheme. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English; this is then followed up by regular practice throughout the rest of week through incidental French in the classroom.
- Reception and KS1 learn French orally through songs, games and videos. No recording is expected.
- There will be an hours lesson at the end of every term to assess the two units from that term to ensure learning has been retained.
- The class teacher/PPA teacher delivers the language in his/her class and incidental French is used throughout the rest of the week.
- Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, podcasts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Lessons throughout F2, KS1 and 2 support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Spread a love of language learning to the children.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content as well as by native French speakers by video and within the wider school community.
- Investigate the origins and links between new vocabulary in both French and English.

This is supplemented by special language days such as European Language Day, which enables the whole school to be immersed in the inclusion of the culture and use languages meaningfully in context.

[Approach to Teaching and Learning and Pedagogy](#)

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.

As a result, opportunities to develop knowledge about language and language learning strategies underpin the five core strands. This follows the five strands recommended in the KS2 Framework for Languages. We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We listen to videos of native speakers, in order to expose the children to more than one voice in the foreign language.

Teachers frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

Teachers teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

Weekly ten minute recall sessions at the start of each lesson are design to expose children to vocabulary and phrases more often therefore revisiting and retaining.

We scaffold activities , with a range of strategies, which include:

- . • Setting common tasks which are open-ended and can have a variety of responses.
 - Providing speaking and writing frames to scaffold responses.
 - Using a range of questioning.
 - Providing knowledge organisers and word banks
 - Pre-teaching vocabulary on knowledge organisers at the start of each unit.

Enrichment Experiences

- Modern Foreign Languages Day.
- Cuisine Days
- Cross curricular activities/ art/ paper art/ mindfulness/songs to promote love of learning languages. Christmas, Epiphany, Carnival, exploring French speaking countries and cities of France.

Reading and Vocabulary

Children are encouraged to discuss the etymology of new French vocabulary that is introduced and discuss possible links with words they know in English. Teachers encourage children to explore cognates in both languages and how they can help us to interpret the definition of words in both languages. References to French are made when words appear in texts across the curriculum that have links to French vocabulary such as journal, infant and renaissance.

Special Educational Needs and MFL

Worksheets should be scaffolded for lower ability children to ensure they can access the French lessons and make progress. Children should also be supported through use of knowledge organisers or work banks in order to access and use key vocabulary in their work.

CURRICULUM IMPACT AT SOMERVILLE

How we assess MFL at Somerville?

This is achieved through:

- Teachers complete hour long non-core assessment sheets on a termly basis using a combination of formative assessment (Puzzle it Out assessments for each unit) and teacher assessment to inform their judgement.
- Judgements will be recorded on Scholar Pack for each term and a separate strand for Speaking.
- Pupil Voice will be used for the subject leader to look at standards across the school.

When children leave Somerville, we want them to be proficient in French and have developed a lifelong love of languages and culture.

EQUALITY IN MFL EDUCATION

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

SMSC

When writing this policy and planning for lessons we have planned in opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural development. Teachers will raise questions in a range of topics and children will also be encouraged to raise their own questions.