



Micklem Primary School Modern Foreign Language Policy

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| Responsible Committee | Curriculum |
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| Signed on behalf of the Governing Body | A Brown |
| Print name | A Brown |

Teaching French at Micklem

Learning a foreign language is 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

Who do we teach MFL to?

There is only a requirement in the National Curriculum to teach a modern foreign language to children in Key Stage 2. Therefore it is taught discreetly from Year 3. However, in order to foster pupils' curiosity and deepen their understanding of the world, we also offer some, more informal, learning opportunities to children in Key Stage 1 and the Early Years in order to meet the curriculum's attainment targets.

How often do we teach MFL?

We aim to provide opportunities for pupils to access the French language and information about the country and its culture as small sessions often. The requirement is that we provide children in Key Stage 2 with MFL for one hour each week. However, this may take the form of short, focused sessions throughout the week alongside a longer discrete lesson.

How do we teach MFL?

The curriculum targets for MFL are:

- 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
- 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

We cover this in a number of ways:

- Each week, Years 3 to 6 will participate in a discrete lesson following the Rising Stars Eurostars framework. This is a progressive curriculum which, based on a number of themes, provides the children with the opportunity to explore languages through song, animations, listening to audio clips and responding verbally. There is also the opportunity, through this scheme, for pupils to be able to complete written tasks, which becomes more focused as children move into Years 5 and 6.
- In order to make MFL less formal and more indiscrete, pupils will also be given the opportunity to access it at different times during the week. This may be by:
 - Exploring different things in their classroom or discussing key processes (for example the register) in French.
 - Watching parts of films that are known to the children but have been changed into the French language.
 - Reading books known to the children that have been translated.
 - Having informal discussions about France, its culture or when things specific to the country are in the news.

There are also some topics studied by the pupils, for example 'Europe' in Year 4, in which the children will spend cross-curricular time exploring information about France and its neighbours. During our 'France Day' and 'Cultural Week', which take place periodically, the whole school will spend time exploring key themes around France and its culture.

Throughout teaching, staff will give consideration to the school's SEND and Accessibility policies, ensuring that activities are broken down to allow all pupils access. Where a pupil has significant SEND, the teacher will use advice on their SEND Passport or speak to the SENCO for more information.

Where pupils show particular aptitude for MFL, further activities may be planned to allow increased levels of progress to be made. This may include extension tasks or activities in a different context from other learning. At times, we may seek to further enrich the curriculum by offering different experiences or inviting subject specialists into school.

How do we record and assess the progress of pupils?

French is largely recorded in Key Stage 2 through planning and observation within lessons. As pupils move into Year 5 and 6, there will a greater focus on pupils recording some work as writing.

Each term, teachers will assess the attainment of pupils in terms of those who have broadly achieved the key curriculum targets as laid out above. Those who are working below the expected level and those working beyond will also be recorded and monitored. The subject leader monitors the number of children working at each level to ensure that good progress is made as pupils move through the key stage. Work will be adapted to allow full access and to ensure challenge for all as per our Teaching and Learning policy.

Monitoring

Modern Foreign Languages will be led by a specific subject leader. They will be responsible for considering the quality of provision, resourcing the subject area and tracking pupil progress. They will provide a report to governors annually.