

## **Sutton Veny CofE Primary School**

### **Modern Foreign Language (MFL) Policy**

#### **The National Curriculum**

Since 2010, Key Stage Two children in England have had the statutory right to Modern Foreign Language (MFL) teaching.

At Sutton Veny, we believe that learning a language enriches the curriculum, providing excitement, enjoyment and challenges for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oral and literary development and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

#### **Our Vision for MFL**

To inspire an enthusiasm and curiosity for French and from their entry at EYFS, to start children out on a journey as life-long language learners, both for the pleasure that can bring and for the practical purpose of giving them the ability and confidence to use French when travelling abroad.

#### **Aims**

Our aims of teaching MFL are for children to:

- Foster an interest in learning another language;
- Become aware that language has a structure, and that this structure differs from one language to another;
- Develop speaking and listening skills.
- Gain enjoyment, pride and a sense of achievement;
- Explore and apply strategies to improve their learning;
- Explore their own cultural identities and those of others.

#### **Objectives**

##### **French at the Foundation Stage and KS1**

Although not a curriculum requirement in EYFS and KS1, our children in these Key Stages receive MFL teaching as an Enrichment subject, enhancing both the EYFS and the KS1 National Curriculum. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. Younger children who learn a second language have improved problem solving skills and creativity. They also find it easier to connect with other cultures, which makes them more open-minded and accepting of diversity.

## **French at KS2**

Lesson Content: Learning an additional language is now a requirement for children within KS2 as part of the National Curriculum. Our chosen language is French, based on language choice at KS3 in the locality, also on staff knowledge. In line with the 2014 National Curriculum for Languages, French lessons in KS2 include:

- Listening attentively to spoken language and show understanding by joining in and responding.
- The exploration of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking in sentences, using familiar vocabulary, phrases and basic language structures.
- Developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Presenting ideas and information orally to a range of audiences.
- Reading carefully and show understanding of words, phrases and simple writing
- Appreciation of stories, songs, poems and rhymes in the language.
- The broadening of their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a French dictionary.
- Writing phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describing people, places, things and actions orally and in writing.
- To 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.

## **Planning in French**

Planning follows the objectives as set out in the KS2 MFL Programme of Study.

Long Term and Medium Term plans are created by the specialist teacher, through which reading, writing, speaking and listening skills are taught, for one term each school year. Both Long and Medium Term plans include built-in opportunities to revisit prior learning and use old language in new contexts in order to embed vocabulary, structures and grammatical concepts.

In order to ensure progression over the four years of statutory MFL study, each one of the much broader twelve content points from the Key Stage Two MFL Programme of Study has been broken down into smaller 'stepping stones' which allow children to meet the same target several times at varying degrees of difficulty, throughout their learning journey.

## **Assessment in French**

The specialist teacher assesses children's work in MFL throughout each lesson and formally at the end of the Enrichment language term for each class in KS2. This is recorded on tracking grids which show progression over four full years of language learning against the twelve targets of the National Curriculum Programme of Study.

In KS1, assessment is less formally recorded and is focused predominantly on speaking and listening.

The subject leader will keep samples of children's work in a portfolio.

## **Teaching and Learning**

At Sutton Veny, we use a variety of teaching and learning styles in our MFL lessons. All lessons are delivered by a specialist teacher with a degree in French, who has undertaken extensive CPD in the teaching of MFL in a primary setting. Our principal aim is to develop children's knowledge, skills and understanding. Children will have the opportunity to support their work with a variety of resources. We aim for a balance of whole class, group and independent learning. Children have 75 minutes of MFL teaching each week of the Enrichment term which is dedicated to French. These lessons are split into listening, reading, oral and writing activities.

In EYFS and Year 1 the Headstart Language programme featuring the puppet Camembear is the main resource.

In Year 2 the children use the Bonjour Milo! set of story resources.

In KS2 the lessons are split into listening, reading, oral and writing activities.

Phonics are taught using the Physical French Phonics by Brilliant Publications.

The reading scheme is Learn French with Luc and Sophie by Brilliant Publications.

A set of English/French dictionaries is kept in the classroom during the term that French is being taught, together with a range of French language story books.

## **Subject Leadership**

The MFL subject leader provides overall direction for MFL. It is the subject leader's responsibility to plan, carry out and monitor the delivery of French lessons throughout the school. The MFL Subject Leader is responsible for:

- monitoring and evaluating the planning and assessment to ensure continuity and progression;
- supporting members of staff in all aspects of French;
- updating the resources;
- monitoring the standards of children's work;
- discussions with the children;
- feedback from staff.

The work of the subject leader also involves being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. They are supported by the SLT, Head teacher and Link Governor for MFL.

Subject Leader: Fiona Wolsey

Date: July 2021

Next Review: June 2022