

# MFL Policy



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## **The teaching of modern foreign languages at Whale Hill Primary School**

Even though the it has left the European Union, it is a fact that the UK is progressively becoming a diverse and multicultural society. The children at Whale Hill Primary School must have the opportunity to become familiar with other cultures and have access to learning a foreign language. With the introduction of the new curriculum in 2014, Key Stage 2 children are required to learn a language other than English. At Whale Hill Primary School, we believe in the opportunities that learning a foreign language can provide and we will continue the teaching of French for KS2 children (Year 3, Year 4, Year 5 and Year 6 children). Other European languages will also be encouraged. Hence, a German club will also be offered to Year 5 and 6 children to engage and encourage the children in Upper School. Learning a modern foreign language enables the children to reflect on their understanding of their own cultural identity and those of others. It promotes awareness of multicultural communities and a greater understanding of the wider environment in which they live.

At Whale Hill Primary School, we believe that learning a foreign language not only supports other subject areas, but also enhances the curriculum. There are direct links between language learning and other subjects. For example, the skills, knowledge and understanding, which are gained in learning a foreign language, make a major contribution to the development of children's oral skills and literacy in English. The teaching methods used in language learning are designed to promote children's creativity, especially with language. Great emphasis is placed on speaking, listening and interacting. The children take part in role-plays, conversations, question and answer work, songs, recite and perform to their peers. These varied learning activities relate to similar oral tasks in English (such as talk for writing and hot-seating) mathematics (talk for maths) and other subject areas such as geography, music and PSHCE.

### **The aims of teaching modern foreign languages**

- The children develop an interest in learning another language;
- The children develop a greater understanding of other cultures and become aware of the wider environment in which they live;
- The children understand that each individual language is different and has its own definitive forms and structure including phonological and grammatical structures;
- The children strengthen and improve their own knowledge and abilities in their first language;
- The children develop both their active and passive language skills: speaking, listening, reading and writing;
- The children gain enjoyment and a sense of achievement in learning a foreign language;
- The children are provided with opportunities to investigate, evaluate and apply a variety of learning strategies which they can then use to help them progress in all subject areas.

The French lessons must be varied in content and incorporate:

- a. Target French vocabulary, phrases, French phonics and basic grammatical structures

- b. Opportunities for the children to ask and answer questions using the appropriate grammatical structures and level of formality
- c. Opportunities to develop autonomous learning by using bilingual dictionaries
- d. Access to a variety of authentic sources in different formats, for example written and audio texts
- e. Teaching of basic French grammar, phonics and spelling patterns, whilst developing techniques to remember vocabulary / difficult spellings / grammar rules
- f. Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language
- g. Recycling language that has been taught in role play situations to use in everyday conversations
- h. Opportunities to research French culture and to learn about life in France
- i. Opportunities to write simple phrases and develop simple sentences

### **Planning for MFL**

Our scheme of work is based upon the Twinkl scheme of work. There are several reasons for using this particular established scheme as a basis for our MFL provision at Whale Hill:

1. The scheme is sequenced and ensures progressive coverage of skills as required by the national curriculum
2. It gradually builds upon skills gradually leading to learner autonomy
3. It provides opportunities to communicate both in speech and in writing
4. It contains many examples of authentic French speakers so that learners can hear native French speakers
5. There is a balance of language, history and culture
6. Regular opportunities to revise vocabulary and grammatical structures are built into the lessons
7. Support for non-specialists
8. Opportunities for specialists (and non-specialists) to adapt and build upon existing lessons

### **Overview of the scheme of work: Endpoints**

#### **Year 3**

##### **Spring A: Getting to know you**

This Getting to Know You is all about the basics of the French language. The children will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.

##### **Spring B: All About Me**

This All About Me unit will teach the children to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.

### **Summer A: Food Glorious Food!**

This 'food' themed unit pack uses an easy-to-follow story as its inspiration and is designed to pick up and develop the children's learning from the previous Year 3 French units. By joining in with the story, the class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns

### **Summer B: Family and Friends**

This 'Family & Friends' unit will teach the children how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.

## **Year 4**

### **Autumn A: Our School**

This 'Our School' unit will teach the children key vocabulary and phrases around the theme of school. Your class will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.

### **Autumn B: Time expressions**

In this 'Time' unit, the children will learn to say the days of the week, months and dates and also count on from 11 to 31.

### **Spring A: All around town**

In this 'All Around Town' unit, the children will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.

### **Spring B: On the move**

In this 'On the Move' unit, the children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.

### **Summer A: Going shopping**

In this 'Going Shopping' unit the children will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.

### **Summer B: Where in the world?**

This 'Where in the World?' unit will teach the children key vocabulary related to countries/continents and animals. Your class will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. They will learn key phrases connected to the themes.

## **Year 5**

### **Autumn A: Holidays and hobbies**

In this 'Holidays and Hobbies' the children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes.

### **Autumn B: Getting to know you**

In this unit, 'Getting to know you', the children will apply knowledge of previous topic areas and will have an opportunity to revise and recap their knowledge and vocabulary from Year 3 and Year 4. They will learn to express their emotions and talk about the future, using two different tenses.

### **Spring A: All about ourselves**

In this All About Ourselves unit, your class will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills.

### **Spring B: That's tasty**

In this unit, the children will learn vocabulary related to food and drink. They will learn how to say what drinks they like; what they like to eat for breakfast; fillings for sandwiches; toppings for pizzas; what snacks they like; and opening and closing times of shops.

### **Summer A: Family and friends**

In this unit, your class will apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail.

## **Summer B: School Life**

This 'School Life' unit will teach your class key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes.

## **Year 6**

### **Autumn A: Time travelling**

In this unit, the children will apply previous knowledge of numbers and dates, extending this to talk about key events in French history. The children will be introduced to one of the common past tenses in French, learning to give dates of birth / death for famous people from French history and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way. This unit will also include a 'double page presentation spread' of the research undertaken by the children.

### **Autumn B: Lets visit a French town**

In this 'Let's Visit a French Town' unit, your class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable.

### **Spring A: Let's go shopping**

In this 'Let's Go Shopping' unit your class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers. They will also learn key phrases connected to the themes which run through this unit.

### **Spring B: This is France**

This 'This is France!' unit will teach your class key vocabulary related to France and, in particular, Paris. Your class will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. Also, one lesson focuses on famous French people and children will learn the French names for the areas that they were/are famous for. They will also learn key phrases connected to the themes which run through this unit.

### **Summer A: What's the time?**

In this 'What's the Time?' unit, your class will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times

### **Summer B: All in a day**

In this 'All in a Day' unit, your class will learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. They will learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times. The children use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned.

### **Scheme of work**

The scheme of work is designed to develop the knowledge of phonics, vocabulary and grammar to enable learners to build and manipulate sentences.

### **Expectations**

- Learners are able to create their own sentences and not just have a basic knowledge of vocabulary.
- Learners are able to manipulate given sentences and change them appropriately (for example considering person, subject-verb agreement, agreement of adjectives and use of simple conjunctions).
- Learners are able to move beyond word level responses.

### **Choice of vocabulary**

The vocabulary that is introduced focuses on 'topic' words and common words, including conjunctions, prepositions and some regularly used verbs (such as 'have' and 'be').

### **Vocabulary expectations**

The vocabulary in the scheme of work has been chosen to:

- Give learners the chance to use vocabulary that is appropriate and relevant in everyday life.
- Build up a knowledge of common words.
- Consolidate understanding of word classes and develop grammatical knowledge (for example nouns, gender, singular, plural and adjectival agreement).
- Words are used to help construct or manipulate sentences.

### **Phonics and Pronunciation**

Phonetics (including sound links to spellings) is planned and taught using a range of resources. Links will be made to vocabulary taught within topics so that pronunciation becomes a part of vocabulary learning. In this way, phonetics and pronunciation remain a part of sentence building as a whole and not as a separate entity that is taught 'cold' or out of context.

### **Revision and consolidation of prior learning**

Revision and consolidation activities, such as vocabulary recall and sentence building using previously learned elements are built into lessons so that pupils can remember what has been previously learned. Learners do not move onto another topic unless they have an understanding of the necessary concepts and content.

### **Language skills**

Planning ensures that learners engage with the language through speaking, listening, reading and writing. Activities and tasks include:

- Role-plays
- Listening to native speakers in a variety of situations and contexts
- Reading a variety of written texts including stories, poems, letters and non-fiction passages
- Access to a variety of authentic sources in different formats, for example written and audio texts
- Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language

### **Use of the target language**

English is used in the lessons to maximise teaching and learning time and to avoid confusion when new concepts are introduced. However, this is not to say that the target language is not used. In fact, it is important that learners are exposed to the target language to develop their understanding and retention. The target language used in resources and models is planned in advance carefully and any verbal examples are supported by visual aids and gestures.

### **Assessment**

Assessment is based on what has been learned in the scheme of work. It will include:

- The learner's ability to produce sentences
- The learner's ability to manipulate structures
- The learner's understanding of vocabulary
- The learner's production and manipulation of vocabulary
- The learner's skills in speaking, listening, reading and writing

Assessment will take the form of teacher assessment, end of unit tests and pupils will also be given opportunities to reflect on their own learning and evaluate their own progress via 'I can statements'. This will also help teachers to reflect on their own planning and shape future learning.

In addition, samples of children's work will be kept in the MFL subject leader file. These samples will be kept as evidence of work undertaken in KS2 and demonstrate a range of language levels and progression.

### **Teaching methods**

A range of teaching methods and learning styles will be implemented in the MFL lessons at Whale Hill Primary School. In their language learning the children will have the opportunity to access a variety of resources and, more importantly, authentic sources. There will be a balance of whole class, group and autonomous learning. In terms of cross curricular links the children will be encouraged to use and apply their learning in other subject areas.

### **Creating a love of language learning**

Here at Whale Hill Primary School, we recognise the importance of learning a foreign language and that language learning should not be limited to the classroom. In addition, learners will be offered the opportunity to:

- Attend a German club to gain experience of another language and culture
- In Year 6, go on a trip to France, where learners can use their language knowledge in a practical context and experience another country and its culture
- There will be a subject display which demonstrates cultural awareness and linguistic progression of learners.

### **Supporting Learners with SEND**

Although our principal aim is to develop children's knowledge, skills, and understanding of another language, great emphasis will also be placed on the children's enjoyment of the subject. At Whale Hill Primary School all children in KS2 will have the opportunity to learn a modern foreign language, whatever their ability and individual needs and we will ensure that all children are supported in their language learning accordingly.

To ensure that all learners have equal access to the MFL curriculum, lessons will be planned and delivered to support their individual needs. In the case of pupils with EAL, wherever possible prior experience of language learning will be built upon and developed where or indeed if appropriate.

### **Quality of practice and support for staff development**

The provision of MFL at Whale Hill Primary School is evidenced and monitored by:

- Lesson observation
- Work scrutiny
- Interviews with pupils
- Review of the MFL policy
- Review and revision of the scheme of work

At Whale Hill Primary School, leaders have ensured that the member of staff responsible for leading and teaching MFL has previous experience and prior subject knowledge. Our primary chosen modern foreign language is French. This choice is primarily based on staff expertise and the transition of the children from Whale Hill Primary School to some of the secondary schools within the local area.

The class teacher will plan and teach the lessons. The class teacher will also be responsible for completing the assessment of the children's learning. The class teacher will receive support from the MFL and the MFL leader will be given, where necessary, support from the Assistant Head of Upper School or the Deputy Head regarding leading the subject, book scrutinies, lesson observations, feedback, planning and delivering lessons and assessment of learning.

The MFL lead has also met with a partner secondary school to aid progression into KS3.

### **Monitoring MFL provision**

The monitoring of the children's work and the quality of teaching in MFL is primarily the responsibility of subject leader, who will also be supported by the head of upper school and other KS2 colleagues. In turn, the subject leader will also support colleagues in their FLE teaching, if required, to offer advice and inform staff members about current developments in modern foreign languages and FLE.

This policy will be reviewed at least every year.