



## **MFL Policy 2021-2022**

At Rokeby Park Primary School, we strive to deliver high-quality MFL curriculum which allows our pupils to understand the importance of languages. Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Rokeby Park Primary has adopted a whole school approach to the teaching of French to all KS2 pupils.

It is our intent to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 3 key language skills necessary for learning French

- Phonics
- Vocabulary
- Grammar

To develop these key areas, children in Key Stage 2 will learn through Speaking, Reading, Writing, and Listening to French.

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

### **Aims**

The aims of MFL are:

- 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.

### **Curriculum**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.



## Early Years and Key Stage 1

Early Years and Key Stage 1 explore songs and rhymes which is a pre requisite for learning languages. In the summer term, Year 2 children will begin to learn basic phrases in French. The class teacher may take the register in French or greet children in a morning/afternoon with basic French phrases.

## Key Stage 2

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.

## MFL curriculum planning

At Rokeby Park, we use a scheme called Language Angels which is designed to help non-specialist teachers teach French. We encourage teachers to learn French with the children and recognise that not every teacher will be fluent in French.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets at different levels of challenge are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 3 key language learning skills.



As Language Angels is being used for the first time in 2021-22, all children will begin at similar starting points and will progress through the year focusing on similar units. Progression and expectation will be higher for older children.:

Year 3	Year 4	Year 5	Year 6
Phonetics I'm learning French	Phonetics Fruits	Phonetics & Core Vocabulary	Phonetics & Core Vocabulary
Animals	Vegetables	Vegetables	Presenting Myself
Musical Instruments	I can...	Presenting Myself	Do you have a Pet?
Fruits	Do you have a Pet?	Family	What is the Date?
Little Red Riding Hood	Classroom	Classroom	Classroom
I Can...	House	Clothes	Clothes

\* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

### Assessment and Recording

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.



## **Monitoring**

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutiny, learning walks and lesson visits. The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular informal observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in French.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

## **Roles and Responsibilities**

### **The Head teacher will:**

- actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the science leader) and acquiring resources.

### **The MFL Leader will:**

- advise and support staff in planning, teaching and learning of MFL;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- use feedback from monitoring to develop an action plan for MFL with realistic and developmental targets;
- audit, identify, purchase and organise all MFL resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document and knowledge and skills progression;
- compile a portfolio of children's MFL work to evidence progression and examples of good practice for staff to refer to;
- keep up to date on new developments in the use of science in the curriculum and inform staff;
- promote MFL throughout the school.

### **The Class Teacher will:**

- be responsible for the planning and teaching of MFL as set out in this policy;



- use 'Key Performance Indicators' to inform teaching and learning as well as assess children's understanding;
- follow the subject's long term plan and develop termly year group medium term plans and pacing sheets;
- embed the MFL Knowledge and Skills Progression document within planning and quality first teaching;
- create and regularly refer to a key vocabulary display within the classroom linked to each theme.

## **Resources**

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.