



MODERN FOREIGN LANGUAGES POLICY

Engage Enthuse Empower

Reviewed policy shared with staff on: Spring 2017

Policy to be reviewed again on: updated when necessary

Committee responsible for review: Learning and Achievement

Castilion Primary School

MODERN FOREIGN LANGUAGES POLICY

Rationale

This policy is intended to clarify and inform the planning, teaching and learning of the programme of study for Modern Foreign Languages (MFL) at Castilion. The Modern Foreign Language chosen to be taught at Castilion is French. As part of a new Primary National Curriculum, learning French has become a requirement for children within Key Stage 2. The focus of study in modern languages will be on practical communication.

Aims

At Castilion we aim to develop children's experience of language acquisition and stimulate and encourage children's curiosity about languages; we intend to introduce young children to another language in a way that is enjoyable and fun; we thrive to develop their understanding of what they hear and read. We aim to extend their knowledge of how language works and explore differences between French and English. We want to strengthen their sense of identity through developing an awareness of cultural differences in another country. The teaching of Modern Foreign Languages should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of grammatical structures and vocabulary.

Expectations

At Key Stage 1, children will be introduced to French informally. They will embark on the programme of study when they enter Key Stage 2.

By the end of Key Stage 2, most children will 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 structure.
- 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.
- Understand basic grammar appropriate to the language being studied, such as (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.

Organisation and Time Allocation

In Key stage 2 French is taught for a total of one hour each week in compliance with the new 'Primary National Curriculum'. This will be a 30 minute lesson each week and then 5-10 minutes daily lesson throughout the week, where the children may answer the register in French, sing a song, listen to a French story or revisit vocabulary and phrases that have been taught in the lesson. In Key stage 1 the children may be taught simple greetings in a variety of languages and also some basic French vocabulary, but this is non-statutory. French is taught in a whole-class setting, by the class teacher. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work.

Cross-curricular Skills and Links

MFL learning makes a major contribution to listening, speaking and response skills. The style of teaching through which the MFL curriculum is delivered supports the acquisition and development of a range of social skills, in addition to developing an awareness of other cultures and people.

The key resources supporting the delivery of MFL teaching provides clear opportunities for the teaching and acquisition of ICT skills. Also, MFL learning naturally provides links to the geography curriculum and connects strongly with numeracy and literacy.

Special Educational Needs and Differentiation

All children, irrespective of ability or needs, have equal access to the MFL curriculum, to the opportunities it offers and to extra-curricular activities.

The study of a MFL engages children in a range of activities matched to their age, key stage, ability and special needs. Through differentiation, teachers allow for the different pace needed to support individuals in their progress, whilst recognising their preferred learning style.

Subject Leader Role and Monitoring

Monitoring of the standards of children's work and the quality of foreign language teaching is the responsibility of the Subject Leader, supported by the Head Teacher and colleagues. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the teaching of a foreign language in the school. The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2. The subject leader will promote languages through celebration of the European Day of Languages and other such cultural events. They will also keep up to date with current MFL initiatives and to disseminate any relevant information to colleagues.

Planning for French

At Castilion, we follow the *Catherine Cheater Scheme of work for French*. This scheme of work meets in full the learning objectives as set out in the Key Stage 2 Framework for Languages. The flexible nature of the scheme allows the teacher to adapt according to the needs and interests of the children and to integrate teaching resources and their own ideas.

There are two underlying principles underpinning the Catherine Cheater Schemes of Work:

- Children should enjoy their early years of learning French and to value the sights and sounds of France, the rhythm of the language and the real pleasure that can be gained from contact with the written word.
- Children should make real and measurable progress in their learning through innovative activities, challenging tasks and the desire to understand more and more as they listen to, speak and read French.

Monitoring and review

The Head Teacher, Deputy Head and Assessment Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Senior Leaders and Subject Leaders will carry out quality assurance, assessment moderation, book and planning scrutinies as part of their monitoring process.

Appendix 1:Year Group Objectives – see below.

Year 3 Objectives

<ul style="list-style-type: none"> • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks sing single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words 	Oracy
<ul style="list-style-type: none"> • Recognise some familiar words in written form • Make links between some phonemes, rhymes and spellings, and read aloud familiar words • Experiment with the writing of simple words 	Literacy
<ul style="list-style-type: none"> • Learn about the different language spoken by children in the school • Locate country/countries where the language is spoken • Identify social conventions at home and in other cultures • Make indirect or direct contact with the country/countries where the language is spoken 	International units
<ul style="list-style-type: none"> • Identify specific sounds, phonemes and words • Recognise commonly used rhyming sounds • Imitate pronunciation of words • Hear main word classes • Recognise question forms and negatives • Recognise how sounds are represented in written form • Notice the spelling of familiar words • Recognise that languages describe familiar things differently • Recognise that many languages are spoken in the UK and across the world • Recognise conventions of politeness 	Knowledge about language
<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences • Use actions and thymes and play games to aid memorisation • Remember rhyming words • Use the context of what they see/read to determine some of the meaning • Practise new language with a friend and outside the classroom • Look at the face of the person speaking and listen attentively • Use gestures to show they understand • Recognise words which the teacher mouths silently • Write new words • Compare the language with English 	Language Learning Strategies

Year 3 outline of work

Term 1	Term 2	Term 3
<ul style="list-style-type: none">•Introduce the language, country and the culture, Where is it spoken?•Greetings•Names•Numbers 0-12•Classroom objects•Classroom commands•Christmas in France	<p>Recap term 1</p> <ul style="list-style-type: none">•Age•Where you live•Numbers 13-20•Days of the week•Weather•Alphabet•French story <p>Locate countries where French is spoken.</p>	<p>Recap term 1 & 2</p> <ul style="list-style-type: none">•Numbers 21-30•Describing family members/ adjectives•Colours and preferences• French story <p>Look at objectives covered, ensure that everything has been covered – revisit any gaps or areas that children have struggled with.</p>

Year 4 Objectives

- Memorise and present a short text
- Listen to specific words and phrases
- Listen for sounds, rhyme and rhythm
- Ask and answer questions on several topics

Oracy

- Read and understand a range of familiar written phrases
- Follow a short familiar text listening and reading at the same time
- Read some familiar words and phrases aloud and pronounce them accurately
- Write simple words and phrases using a model and some words from memory

Literacy

- Learn about festivals and celebrations in different cultures
- Know about some aspects of everyday life and compare them to their own
- Compare traditional stories
- Learn about ways of travelling to the country/countries

International
units

- Reinforce and extend recognition of word classes and understand their function
- Recognise and apply simple agreements, singular and plural
- Use question forms
- Recognise that texts in different languages will often have the same conventions of style and layout
- Apply phonic knowledge of the language to support reading and writing
- Identify a different writing system

Knowledge
about
language

- Discuss language learning and share ideas and experiences
- Use mental associations to help remember words
- Ask for repetition and clarification
- Use context and previous knowledge to determine meaning and pronunciation
- Practice new language with a friend and outside the classroom
- Plan and prepare for a language activity
- Read and memorise words
- Sort words into categories
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing
- Use a dictionary to look up spellings
- Access information sources

Year 4 outline of work

Term 1	Term 2	Term 3
<p>Spend 2 weeks on key vocabulary /structures from year 3-term 1</p> <ul style="list-style-type: none"> •Greetings / Name •Classroom objects/commands •Numbers 0-20 <p>Then teach:</p> <ul style="list-style-type: none"> •Numbers 21-40 •Pets •Adjectives •Colour •Size •Quality •Revisit Christmas in France 	<p>2 weeks on key vocabulary/ structures from year 3 – term 2</p> <ul style="list-style-type: none"> •Age •Where you live •Numbers •Days of week •Alphabet •Start a daily weather chart <p>Then teach:</p> <ul style="list-style-type: none"> •Time •Daily Routine •Numbers 41-60 •Months of year •Dates •Seasons/ Weather 	<p>2 weeks on key vocabulary/ structures from Year 3- term 3</p> <ul style="list-style-type: none"> •Numbers 21-30 •Describing family members/ adjectives •Colours and preferences <p>Then Teach:</p> <ul style="list-style-type: none"> •French towns/ countries •Carry out research on Paris. <p>Look at objectives covered, ensure that everything has been covered – revisit any gaps or areas that children have struggled with</p>

Year 5 Objectives

- Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts
- Understand and express simple options
- Listen attentively and understand more complex phrases and sentences
- Prepare a short presentation on a familiar topic

Oracy

- Re-read frequently a variety of short texts
- Make simple sentences and short texts
- Write words, phrases and short sentences, using a reference source

Literacy

- Look at further aspects of their everyday lives from the perspective of someone from another country
- Recognise similarities and differences between places
- Compare symbols, objects or products which represent their own culture with those of another country

International
units

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Apply knowledge of rules when building sentences
- Develop accuracy in pronunciation and intonation
- Understand and use negatives
- Appreciate that different languages use different writing conventions
- Recognise the typical conventions of word order in the foreign language
- Understand that words will not always have a direct equivalent in the language
- Notice different text types and deal with authentic texts

Knowledge about
language

- Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts
- Understand and express simple options
- Listen attentively and understand more complex phrases and sentences
- Prepare a short presentation on a familiar topic

Language Learning Strategies

Year 5 outline of work

Term 1	Term 2	Term 3
<p>2 weeks on key vocabulary/ structures from year 3 & 4</p> <p>Year 3 –term 1</p> <ul style="list-style-type: none"> •Greetings / Name •Classroom objects/commands •Numbers 0-20 <p>Year 4 – term 1</p> <ul style="list-style-type: none"> •Numbers 21-40 •Pets •Adjectives •Colour •Size •Quality <p>Then teach year 5- term 1</p> <ul style="list-style-type: none"> •Numbers 1-60 •Time •Adverbs of time •School subjects in France and opinions linked to them. •Transport <p style="padding-left: 40px;">•Research Christmas traditions in France (ICT activity)</p>	<p>2 weeks on key vocabulary/ structures from year 3 & 4</p> <p>Year 3 – term 2</p> <ul style="list-style-type: none"> •Age •Where you live •Numbers •Days of week • Alphabet •Start a daily weather chart <p>Year 4 – term 2</p> <ul style="list-style-type: none"> •Time •Daily Routine •Numbers 41-60 •Months of year •Dates •Seasons/ Weather <p>Then teach year 5 – term 2</p> <ul style="list-style-type: none"> •Drinks/ snacks •Likes / dislikes •Shopping •Planning a party 	<p>2 weeks on key vocabulary/ structures from year 3 & 4</p> <p>Year 3 – term 3</p> <ul style="list-style-type: none"> •Numbers 21-30 •Describing family members/ adjectives •Colours and preferences <p>Year 4 – term 3</p> <ul style="list-style-type: none"> •French towns/ countries •Carry out research on Paris. <p>Then teach year 5 – term 3</p> <ul style="list-style-type: none"> •Parts of body •Descriptions using verb avoir – <i>to have</i> •Sports (Olympics if appropriate) •Opinions •French story <p>Look at objectives covered, ensure that everything has been covered – revisit any gaps or areas that children have struggled with</p>

Year 6 Objectives	
<ul style="list-style-type: none"> Understand the main points and simple opinions in a spoken story, song or passage Perform to an audience Understand longer and more complex phrases or sentences Use spoken language to initiate and sustain conversations and to tell stories 	Oracy
<ul style="list-style-type: none"> Read and understand the main points and some detail from a short written passage Identify different text types and read short, authentic texts for enjoyment or information Match sound to sentences and paragraphs Write sentence on a range of topics using a model 	Literacy
<ul style="list-style-type: none"> Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people Present information about an aspect of culture 	International units
<ul style="list-style-type: none"> Recognise patterns in the foreign language Notice and match agreements Use knowledge of words, text and structure to build simple spoken and written passages Use knowledge of word order and sentence construction to support the understanding of the written text Use knowledge of word and text conventions to build sentences and short texts Devise questions for authentic use 	Knowledge about language
<ul style="list-style-type: none"> Discuss language learning and reflect and share ideas and experiences Plan and prepare – analyse what needs to be done in order to carry out a task Use language known in one context or topic in another context or topic Ask for repetition and clarification Use context and previous knowledge to help understanding and reading skills Practice new language with a friend and outside the classroom Listen for clues to meaning e.g. tone of voice, key words Make predictions based on existing knowledge Apply a range of linguistic knowledge to create a simple written production Evaluate work Compare and reflect on techniques for memorising language Use a dictionary 	Language Learning Strategies

Year 6 outline of work

Term 1	Term 2	Term 3
<p>2 weeks on key vocabulary/ structures from years 3 & 4</p> <p>Year 3 – term 1</p> <ul style="list-style-type: none"> •Greetings / Name •Classroom objects/commands •Numbers 0-20 <p>Year 4 – term 1</p> <ul style="list-style-type: none"> •Numbers 21-40 •Pets •Adjectives •Colour •Size •Quality <p>plus</p> <p>1 week recap of Year 5 - term 1</p> <ul style="list-style-type: none"> •Numbers 1-60 •Time •Transport <p>Then teach year 6 term 1</p> <ul style="list-style-type: none"> •Clothes •Adjectives •Fashion – France/ •England •Verbs •Weather/ clothes •French Christmas 	<p>Finish teaching Term 1 if incomplete.</p> <p>2 weeks on key vocabulary/ structures from years 3 & 4</p> <p>Year 3 – term 2</p> <ul style="list-style-type: none"> •Age •Where you live •Numbers •Days of week •Alphabet •Start a daily weather chart <p>Year 4 – term 2</p> <ul style="list-style-type: none"> •Time •Daily Routine •Numbers 41-60 •Months of year •Dates •Seasons/ Weather <p>1 week recap Year 5 – term 2</p> <p>Drinks/ snacks Likes / dislikes</p> <p>Then teach year 6 – term 2</p> <ul style="list-style-type: none"> •Rooms/ furniture in house •Prepositions •Description of house •Asking directions •Present tense of aller •Leaflet on a town in France. 	<p>Finish teaching Term 2 if incomplete.</p> <p>2 weeks on key vocabulary/ structures from Units 3 & 4</p> <p>Year 3 – term 3</p> <ul style="list-style-type: none"> •Numbers 21-30 •Describing family members/ adjectives •Colours and preferences <p>Year 4 term 3</p> <ul style="list-style-type: none"> •French towns/ countries •Carry out research on Paris. <p>1 week recap year 5 – term 3</p> <ul style="list-style-type: none"> •Parts of body •Descriptions using verb avoir – <i>to have</i> •Sports <ul style="list-style-type: none"> • Opinions <p>Look at objectives covered, ensure that everything has been covered – revisit any gaps or areas that children have struggled with</p>