

Modern Foreign Language Subject Policy

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Policy Monitoring, Evaluation and Review

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Together We Make a Positive Difference

ENTHUSIASM

Offering a knowledge-rich, culturally inclusive, exciting curriculum that breeds enthusiasm for learning.

KINDNESS

Giving pupils the steps to succeed, respect others, work collaboratively and become kind, inclusive members of society.

RESPONSIBILITY

Teaching pupils to become responsible citizens to themselves, their families, the school, the community and the wider world.

RESILIENCE

Allowing pupils to make mistakes, the opportunity to adapt to change and build resilience to overcome adversity.

COURAGE

Providing the occasion for pupils to push boundaries, challenge their world view and be courageous in their decision making.

CURIOSITY

Fostering a culture of curious questioning, independent research, self-led learning and discovery through exploration.

MFL (French) Intent

Pupils experience a French launch day to excite them about learning the language.

Learning a new language develops empathy for EAL learners.

Learning a language inspires tolerance, open-mindedness and understanding.

Pupils are taught how to speak, read and write in French.

Pupils are expected to listen and respond orally, including their opinions, in French.

Pupils learn about the culture and people of France.

Learning French is enriched with stories, songs, poems and rhymes.

Pupils respectfully learn the language and culture of France.

Learning a new language takes commitment and high level of responsibility.

Pupils are expected to write words and phrases from memory.

Pupils are expected to role play and have conversations in French.

Pupils have access to French dictionaries.

Pupils have the opportunity to make links with a school in France.

Pupils are given plenty of opportunity to practice and repeat their learning.

Pupils have a connection to the wider world.

Pupils are expected to use and understand the basic grammar of French.





Pupils are supported to develop accurate pronunciation and intonation.

Pupils have access to bilingual books and magazines.











Modern Foreign Language

Purpose of Study: Learning a foreign language is a 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

The national curriculum for MFL aims to ensure that all pupils:

-  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 writing in the language studied

KS2 pupils should be taught:

-  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* and in writing Languages – key stage 2 3 ♣ 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 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*

| Core skills of learning | | | | |
|-------------------------|---|---|---|---|
| | Listening | Speaking | Reading | Writing |
| Stage 1 | Can understand a few familiar spoken words and phrases. | Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT | Can recognise and read out a few familiar words and phrases. | Can write or copy a few simple words or symbols as an emergent writer of the target language. |
| Stage 2 | Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. | Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT | Can understand simple written phrases. Can match sounds to familiar written words. | Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood. |
| Stage 3 | Can understand the main points from a series of spoken sentences (including questions.) May require some repetition. | Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT | Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words. | Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense. |
| Stage 4 | Can understand the main points and some detail from a short, spoken passage with comprising of familiar language. | Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT | Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account). Can use a bilingual dictionary to access unfamiliar language. | Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary. |

French KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.

Knowledge
Organiser

DfE AT
Unit Map

Core Skills
Progress

Phonics
Map

| Half Term/ Stage | Stage 1 <u>LTP</u> | Stage 2 <u>LTP</u> | Stage 3 <u>LTP</u> | Stage 4 <u>LTP</u> |
|---------------------|---|--|--|--|
| Autumn 1 | A new start (Greetings, feelings, numbers, colours) | Welcome to school (Recap core language, rooms in a school, classroom objects) | Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions) | Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations) |
| Autumn 2 | Calendar and celebrations (Bonfire colours, commands, days and months, Christmas) | My town, your town (Commands, shops, asking and giving directions) | Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper) | Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf) |
| Spring 1 | Animals I like and don't like (Animal nouns, singular and plural, opinions, story) | Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours) | Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe) | Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions) |
| Spring 2 | Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter) | Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation) | Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write) | Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition) |
| Summer 1 | Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game) | Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story) | Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations) | Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay) |
| Summer 2 | Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle* | The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle* | Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle* | Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle* |

French KS2 Phonics Map

This map shows a selection of one or two key sounds per half term, and vocabulary from the units containing those sounds, throughout the French Scheme of Work in Click2Teach and Video2Teach.

| Half Term/ Stage | Stage 1 | Stage 2 | Stage 3 | Stage 4 |
|---------------------|--|--|--|---|
| Autumn 1 | A new start 'oi' au revoir noir trois | Welcome to school 'eau' ciseaux bureau | Me and my friends at school 'ais' anglais français | This is me! 'eur' auteur professeur docteur |
| Autumn 2 | Calendar and celebrations 'di' 'é' dimanche décembre jeudi février | My town, your town 'ez' 'ou' regardez boucherie chantez boulangerie | Time in the city 'oo' zoo | Homes and houses 'ui' 'ains' cuisine bains |
| Spring 1 | Animals I like and don't like 'ch' chien chat cheval | Family tree and faces 'ille' 'eux' famille cheveux yeux | Healthy eating, going to market 'ai' J'ai Je n'ai pas | Playing and enjoying sport 'anse' 'tion' danse natation |
| Spring 2 | Carnival and using numbers 'qu' quatorze quinze | Face and body parts 'ou' bouche genou bougez | Clothes 'chau' chaussures chaussettes | Funfair and favourites 'on' maison bonbons montagnes |
| Summer 1 | Fruits and vegetables, Hungry Giant 'on' melon concombre | Feeling unwell/Jungle animals 'inge' singe | Out of this world 'eil' soleil | Café culture 'au' pain au chocolat chaud |
| Summer 2 | Going on a picnic/ Aliens in France/ Language Puzzle 'ique' pique-nique | The weather/ Ice creams/ Language Puzzle 'ille' 'ais' vanille Je voudrais | Going to the seaside/ Language Puzzle 'er' s'allonger manger sauter | Performance Time/ Language Puzzle 'j' Je Bonjour |

Enrichment



- Annual Cross Curricular French Day

Extra-curricular



- French Cooking Club

SEND

All children across Fosse Mead Primary Academy receive quality first teaching. Those children who have been identified as having additional needs may require additional strategies and/or resources to enable them to succeed in their learning. These adaptations are considered at a pupil level and will vary dependent on need.

Adaptive curriculum

For children who do not have an age-appropriate level of literacy, Fosse Mead Primary Academy provide an adaptive curriculum. The aim of this is to ensure they have full access to the curriculum and the learning intended within art as a subject. To achieve this, pupil work or outcomes may be recorded differently to their peers.

These adaptations include but are not limited to:

- Adults scribing pupil voice
- 1:1 or small group support
- Providing more oral practice
- Scaffolded sheets

Challenge

At Fosse Mead Primary Academy, children are continually challenged to explore their curiosity and develop their skills in Modern languages. For example, children are encouraged to build upon their previous learning from past lessons that year or years before and combine their new vocabulary knowledge to be able to create a piece of writing showcasing all the vocabulary they have learnt.

Equality, diversity and inclusion

At Fosse Mead Primary Academy, we are dedicated to creating an educational environment in Modern Foreign Languages where equality, diversity, and inclusion (EDI) are fundamental principles guiding our interactions, teaching, and community engagement. We believe that a diverse and inclusive languages program enriches the educational experience and prepares our students for a global society.

Assessment and recording

At Fosse Mead Primary Academy, we utilise an assessment tracker grid to effectively assess skills in French unit. This grid allows educators to assess students' understanding and mastery of key concepts and vocabulary knowledge throughout the unit. By categorising skills into bronze and gold levels, we provide clear benchmarks for students to strive towards, fostering a sense of achievement and motivation. This systematic approach not only helps teachers identify areas for improvement but also empowers students to take ownership of their learning, encouraging them to reflect on their artistic development as they progress through each project.

Monitoring

At regular intervals throughout the year, the Modern Foreign Languages Leader will conduct book looks, drop-ins, and discussions to monitor the effectiveness of our languages provision. The responsibility for assessing the standards of children's work and the quality of languages teaching lies with the subject leader. The Curriculum Leader provides strategic leadership and direction for languages within the school. The Modern Foreign Languages Leader supports colleagues in their teaching practices and ensures they are informed about current developments and best practices in the subject.