



*Together in God's love, we learn, inspire and grow*



## *MfL (French) Policy*

This policy has been adopted by the governing body of  
St Andrews' C of E Primary School.

It will be reviewed annually or as required.

Date written: 03.10.23

French (MfL) Subject Leader: Jon Robinson

Policy to be Reviewed: 03.10.24

## National Curriculum Aims

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.

The National Curriculum for languages 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 authentic writing in the language studied.

The national curriculum for MfL (French) aims to ensure that by the end of KS2 all 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.

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.

### Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid understanding of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**. Central to this is excellent skills in **Reading** – the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and nurturing way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good quality outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are unlimited. At St Andrew's we ensure that equality is embedded in all that we do.

### MfL (French) Intent

**Understanding** - Our French curriculum introduces every child to the very basic phonetic sounds of French. Our teachers have a solid understanding of children's prior learning in French and our curriculum is carefully mapped out to ensure progression, building upon what children already know and can do. Knowledge organisers, retrieval tasks and working walls are used to help children retain their knowledge of French.

**Nurturing** - In French lessons, children are encouraged to listen, orally rehearse, speak and write in French. In doing this, children develop patience, persistence and resilience. They recognise the possibility of making mistakes without feeling a sense of failure, which in turn builds confidence. Talking partner work is used in every lesson to create a high challenge / low threat environment where children are encouraged to try out new skills with the knowledge that it's ok to find things difficult and it's ok to make mistakes as this is all part of the learning process.

**Individual** - We understand the vital role of learning a new language in allowing curiosity, creativity, imagination, and self-expression to develop alongside critical thinking skills. Individuality is encouraged as children use the vocabulary and language skills they have learnt to express ideas about themselves in French.

**Quality** - We understand that for pupils to achieve good quality outcomes in French language, the children must not only acquire the necessary vocabulary, knowledge and skills to enable them to express themselves, but they must also hear native French speakers modelling correct pronunciation. To do this, we use a high quality French program of study that utilizes audio files of native French speakers modelling the language taught.

**Unlimited aspirations** - The majority of our children move to High Schools that teach French in Year 7. The enjoyment, of French, through high quality teaching, and the fundamentals of French

that children learn in KS2 will give our children an excellent grounding for High School study, providing the children with unlimited aspiration to progress their learning. Our Foreign Languages curriculum enables our pupils to develop practical communication skills which can broaden horizons and open doors to all that life has to offer. Through the rigorous and progressive teaching of French, pupils are prepared for further study of languages in Key Stage 3.

**Equality** - In French lessons, our children are taught that learning a new language is for everyone. Anyone can learn French and anyone can enjoy and appreciate the wider horizons that a new language presents. Teachers take measures to ensure that every pupil has access to a carefully mapped out, progressive French curriculum, within which, all children's outcomes are celebrated.

### **Long term planning and curriculum design**

The MfL (French) curriculum is coherently planned and sequenced through the clearly defined National Curriculum. Carefully mapped out knowledge, skills and vocabulary for each year group enables class teachers to map out objectives through medium term plans, ensuring that all National Curriculum objectives are covered during the year.

### **MfL (French) Implementation**

#### **Teaching and Learning including Planning and Organisation**

French is taught in a whole-class setting by the class teacher or language specialist and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. 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.

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

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 are provided throughout each teaching unit and can be used in class to consolidate and build on learning

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an outline of the Units we will cover throughout KS2 in the academic year 2023/24

	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>				
Half Term 1	Phonetics 1 (XT) & I Am Learning Fr/Sp/It (EL)	Phonetics 1-2 (XT) & Seasons (EL)	Phonetics 1-3 (XT) & My Family (IN)	Phonetics 1-3 (XT) & The Date (IN)
Half Term 2	Animals (EL)	Vegetables (EL)	The Date (IN)	Do You Have a Pet? (IN)
<b>Spring Term</b>				
Half Term 1	Instruments (EL)	Presenting Myself (IN)	What is the Weather? (IN)	Clothes (IN)
Half Term 2	I Am Able ...(Fr) I Know How To...(It/Sp) (EL)	My Family (IN)	Do You Have a Pet? (IN)	At School (PR)
<b>Summer Term</b>				
Half Term 1	Fruits (EL) or Vegetables (EL)	In the Classroom (IN)	My Home (IN)	At the Weekend (PR)
Half Term 2	Ice-Creams (EL)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (IN)	Romans (IN) or Habitats (IN)	Vikings (PR)

To allow for significant progression within the first years of Teaching and Learning, below is an outline of the Units we will cover in KS2 in the academic year 2024/25 and then onwards.

	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>				
Half Term 1	Phonetics 1 (XT) & I Am Learning Fr/Sp/It (EL)	Phonetics 1-2 (XT) & Presenting Myself (IN)	Phonetics 1-3 (XT) & Do You Have a Pet? (IN)	Phonetics 1-3 (XT) & At School (PR)
Half Term 2	Animals (EL)	My Family (IN)	The Date (IN)	Healthy Lifestyle
<b>Spring Term</b>				
Half Term 1	Instruments (EL)	Goldilocks or Tudors or Habitats (IN)	My Home (IN)	At the Weekend (PR)
Half Term 2	I Am Able ...(Fr) I Know How To...(It/Sp) (EL)	In the Classroom (IN)	Clothes (IN)	World War II or Planets or Habitats (PR)
<b>Summer Term</b>				
Half Term 1	Ice-Creams (EL)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (IN)	The Olympics (IN)	Vikings (PR)
Half Term 2	Fruits (EL) or Vegetables (EL)	What is the Weather? (IN)	Romans (IN) or Habitats (IN)	Me in the World (PR)

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

## **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.

The school uses a variety of teaching and learning styles in French lessons. Our principal aim is to develop the children's knowledge, skills and understanding of French through speaking and listening tasks and written work. We do this through a mixture of whole-class teaching, direct questioning and dialogue and talking partner discussion.

French is taught in KS2 for 30 minutes per week in explicit MfL lesson time. Currently, one teacher in school is responsible for teaching French but each class teacher is able to teach further lessons or revisit French vocabulary in class in discrete sessions. Common classroom commands and basic greetings and responses are displayed in each classroom to support learning and teachers are expected to use these during the week to support teaching points.

## **French Vocabulary**

French lessons provide opportunities for pupils to communicate and develop their key vocabulary:

- Prior assessment is carried out at the beginning of every unit, and again at the end of the unit, to measure progress. Understanding of key French vocabulary is assessed through observation by the Class Teacher.
- Essential vocabulary is shared at the beginning of every lesson and used/referred to throughout the lesson.
- Class Teachers constantly model correct use of key French vocabulary.
- Mini plenaries/plenaries which give a further opportunity to assess understanding through pupil explanations / dialogue are used in every lesson.

## **St Andrew's Lesson Structure:**

1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge the children have from previous learning.

2) **Recap** previous learning and vocabulary.

3) **Introduce new learning:** introduce the main vocabulary for the lesson.

4) **Apply the new learning:** There's a mixture of short tasks, demonstration, evaluations or practical speaking and listening activities.

5) **Develop the new learning (writing where appropriate):** deepen understanding of the skill or concept through a focussed written task.

6) **Plenary:** Recap and reinforce learning, address misconceptions, celebrate success.

In Key Stage 2, on average, children have one recorded piece of work in their French book approximately every two-three weeks with speaking and listening activities forming the majority of learning. Children will continue with their French book in subsequent years of school to build layers of knowledge and vocabulary.

### **How the Art curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

Our French curriculum allows all children to improve their knowledge and skills in French and access each lesson at their own level. Children are encouraged to deepen their own understanding with the use of our knowledge organisers and pupils are given additional support in lessons dependent on their individual needs. Pre-teaching is also available to support children with their learning in French.

For children with a special educational need or disability, adaptations to teaching strategies and the learning environment will be made in line with the school's 'Graduated Approach' to ensure that all children have the best possible outcomes in French.

### **French Impact**

Overview of French assessment procedures, including the expectations of teachers using both formative and summative assessment:

**Formative assessment:** Teachers assess children's work formatively in French through observations and marking. These assessments inform the class teacher's planning for future lessons.

**Summative assessment:** At the end of a unit of work (termly) the class teacher makes a judgement about the children's achievements, and this information is then recorded and fed back to the French Subject Leader. The French Subject Leader carries out a termly overview of progress in French.

At the start of the year, key objectives are identified that will be assessed in each unit and opportunities for assessment are planned for. Wherever possible, children are the first to assess their learning.

Both formative and summative assessment may take the form of a practical language activity, a concept map or a written assessment. The teacher uses these assessments to inform reports to

parents and the next class teacher at the end of the year, and to carry out termly teacher assessment at the end of each unit of work.

### **Monitoring**

**French Book Scrutiny:** These are done termly by the French lead and a member of SLT. There is a clear focus during the book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary.

**Lesson Observations/Drop Ins:** The French lead and a member of SLT do this termly, feeding back to class teachers and SLT.

**Pupil Voice:** French lead speaks to a variety of children across all year groups, termly to measure the children's understanding of art, their attitude and their level of enjoyment.

**How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;**

The subject lead's personal interest and passion in French is developed by:

1. Providing networking opportunities through LDST, Sefton, SIL and Madcos,
2. Engagement with the curriculum lead

Staffs' French knowledge is kept up to date through:

1. Termly staff meetings
2. Provision of effective resources
3. Opportunities for engagement with subject lead