

Crofton Junior School



Modern Foreign Languages (MFL) Policy

September 2021

Definition of Modern Foreign Languages

Modern foreign languages (MFL) refer to languages that are currently used in the world today and they are distinct from medieval and classical languages, which are no longer in common use. When studying a modern foreign language, cultural studies are integrated into language learning to provide intercultural awareness.

Purpose of study at Crofton Junior School

As the United Kingdom is becoming an increasingly multicultural society, we have a duty to provide children with an insight into the people, background and traditions of other cultures in order to deepen their understanding of the world and enable them to discover their own cultural identity whilst exploring the identity of others.

At Crofton Junior School, we aim to encompass and intertwine this alongside the National Curriculum (2014) modern foreign language expectations.

The key elements of MFL at Crofton Junior School are:

- French is the target language.
- The Wakefield Scheme of Work is used in all year groups.
- Reading, writing, speaking and listening are integrated throughout the scheme.
- Language learning is inclusive, inspiring and enjoyable for all.
- The curriculum explores French life and culture through the use of authentic resources and cultural comparisons.

School aims

At Crofton Junior School, we aim for our children to:

- Foster an interest and curiosity in learning another language.
- Explore their own cultural identity and the identity of others.
- Increase personal confidence and aspirations.
- Be equipped for further language learning in Key Stage 3.
- Acquire knowledge of key grammatical structures, language conventions and concepts so that pupils are able to manipulate language.
- Speak and write with increasing independence and spontaneity as pupils progress through the key stage.
- Understand the relationship between key phonemes and graphemes.
- Pronounce key phonemes, high frequency words and phrases accurately and confidently.

Teaching and learning

Each class has a timetabled lesson for at least thirty minutes per week. The lessons are designed to motivate children from the first moment and are initially mainly oral in focus. Within language lessons, there is a significant focus on speaking, listening and interacting orally. Pupils are given regular opportunities to listen to a good model of pronunciation from both the teacher and authentic resources such as native speakers on voice recordings,

songs, stories, poems, rhymes and conversations to aid their recognition of sound patterns and to support them in accurately reproducing these sounds with independence. Where appropriate, elements of the target language are used by teachers when interacting with pupils. This includes short phrases, classroom instructions and expressions to praise or acknowledge answers.

Progression of knowledge, understanding and skills

In the early stages of language learning, children spend a significant amount of time listening, speaking and interacting orally. As they progress through Key Stage 2, they develop their confidence, fluency, accuracy and spontaneity when speaking in French due to regular opportunities to revisit and build on prior knowledge to ensure depth in learning so that pupils know more, learn more and remember more. Furthermore, children develop their ability to ask and answer pre-prepared and some spontaneous questions. Accurate pronunciation is developed as children become more familiar with sound patterns. Attention is consistently drawn to important and well-used phonemes and graphemes in lessons to support pupils when learning words so that pronunciation is accurate. These are taught explicitly and teachers encourage children to make links between phonemes, graphemes and word families. The long-term plan and curriculum knowledge organisers provide specific guidance to support teachers in the teaching of phonics. As pupils increase their understanding of French, they gain further access to different text types including great literature: in Year 5, pupils study a poem by Jacques Prévert and in Year 6, pupils explore *Liberté* by the poet Paul Eluard.

In the early stages of language learning, children write words, simple phrases and some simple sentences. As children progress through Key Stage 2, they are able to use a bilingual dictionary effectively and write extended sentences by manipulating language to form short texts using conjunctions, adverbials, opinions and some different tenses. In upper Key Stage 2, children consistently demonstrate understanding of basic grammar including masculine, feminine and neutral forms along with the conjugation of high frequency verbs (*avoir* and *être*) since skills are revisited, embedded and mastered over time.

Planning and resourcing

Planning is in line with the expectations outlined within the National Curriculum (2014) and the Wakefield scheme of work devised by Rachel Redfearn is used across the key stage. Units of work are meticulously planned with the progression of skills and knowledge in mind; therefore, language learning in each year group builds on the previous allowing for skills to be mastered overtime. Throughout the teaching of French across Key Stage 2, authentic stories, songs, games, poems, literature and rhymes are used to support accurate pronunciation and to provide opportunities to recall key vocabulary and phrases and to support the development of cultural understanding.

Pupil feedback

During each lesson, pupils receive verbal feedback in both English and French to celebrate high quality work, address misconceptions and challenge pupils further. Following lessons, pupils receive personalised written feedback where appropriate. Pupils are encouraged to

express their thoughts about language learning during pupil voice sessions to inform future planning and curriculum development.

Equal opportunities

The teaching of French takes consideration of the equal opportunities and inclusion policies. All children, irrespective of race, gender or ability, have access to the curriculum and are expected to work and achieve to the best of their individual ability. Modifications are in place, which cater to the individual needs of all children, including opportunities for greater depth learning in all lessons. Children with special educational needs have access to the curriculum through variation of task, grouping, Kagan peer support or adult support.

British values

Children are provided with language learning opportunities that enable them to develop a greater understanding of their own lives in the context of exploring the lives of others. They have the chance to learn about French speaking countries and cultures and to reflect upon their own cultural identities. This enables them to develop empathy and a sense of mutual respect and tolerance of those from different cultures.

Extra curricular opportunities

At the end of Key Stage 2, children have the opportunity to partake in an international residential to France in order to celebrate and consolidate their language learning in an authentic setting. During the visit, they are immersed in the French language where they are expected to practise their spoken language through interactions with native speakers. They are also given the opportunity to explore the local culture with enriching trips to the Laval market, Mont-Saint-Michel, Bayeux Tapestry and Château de Fougères. Not only does this trip promote a love of language learning and understanding of different cultures, it provides a clear purpose of study for pupils across the key stage.

Assessment

Teachers' formative assessment takes place on a regular basis throughout each unit of work. This informs planning to ensure that the needs of all learners are met and that appropriate challenge is provided. The long-term plan and curriculum knowledge organisers provide a clear overview of knowledge, content and expected standards within each skill area, which is meticulously used when planning, and assessing learning. The Chris Quigley milestone document is used to outline the expected standard in the strands: reading, writing, speaking, listening and cultural understanding. High quality examples of work that meet the age related expectations are monitored by the subject leader and placed on the school website for reference.

Transition to Key Stage 3

By the end of Key Stage 2, pupils are equipped with the speaking, listening, reading and writing skills needed to be successful language learners at Key Stages 3 and 4 in preparation for the English Baccalaureate. At Crofton Academy, French is one of the three languages that pupils are taught. In order to ensure that the transition is effortless, the subject leader meets with the Head of Languages or a representative from the academy to discuss the expected standard and the attainment of all pupils at the end of Key Stage 2. The

progress of pupils is discussed to ensure that children are sufficiently supported and challenged when continuing their language learning in Year 7.

Monitoring

It is the responsibility of the subject leader to champion and monitor standards of language learning across school by supporting staff in the planning and implementation of units of work as well as conducting work scrutiny and learning walks where appropriate.

Policy review

This policy will be reviewed every two years in line with the school's policy review programme.

Signed: Miss Morgan Wheeler

Date: September 2021

Date for review: September 2023