



Dilton Marsh Church of England Primary School

MFL (French) Policy

Monitoring of this policy:

This policy has been developed by MFL lead: Annette Sturm-Jones

Schedule for review of this policy:

This policy was written:	February 2022
The implementation of this policy will be monitored by:	Jill Hibbs
Monitoring will be reported:	Annually
Next review date:	February 2024

This policy has been developed in accordance with the following documents:

- National Curriculum in England, Languages Programmes of Study: key stage 2
- KS2 Framework for languages

The policy should be read in conjunction with the following:

- Teaching and Learning Policy
- SEND policy
- Assessment, Marking and Feedback Policy

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Intent

The National Curriculum states that “Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3”

At Dilton Marsh CEVC Primary School we believe that high quality Modern Foreign Languages education provides the foundation for a life-long love of languages. Through our French curriculum at Dilton Marsh we aim to give our pupils the skills to embrace other languages and cultures.

We want our children to be openminded and to understand the opportunities that will be open to them if they have a good grasp of modern foreign languages. We want children to become increasingly confident when trying to pronounce different sounds or words and be resilient when trying to understand new phrases or structures. We want them to be creative as they try to express their ideas in another language and to gain enjoyment from their language learning activities.

Our school vision is:

Together, we strive to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.

We share a passion for life-long learning and strive for the best for ourselves, others and the World.

Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

Implementation

In ensuring high standards of teaching and learning in Modern Foreign Languages, we implement a French curriculum that is consistent throughout the whole school. Planning for French is in line with the “Languages programmes of study” within the Key stage 2 National Curriculum in England 2014 and is adapted to match the needs of our pupils at Dilton Marsh Primary School. We aim to stretch the most able linguists and develop the confidence for the less able learners so that all enjoy their language learning experience and are ready to engage fully in French and other language lessons at secondary school.

French is taught by a specialist throughout the school in discrete weekly sessions to ensure consistency and progression. The focus of study in French is on practical communication. We ensure progression between our year groups by revisiting what has been previously taught

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Luke 1 : 37



and building on it through a carefully planned curriculum. Each term focuses on a different topic with a gradually increasing amount of vocabulary and complexity of linguistic structures.

Planning

The subject content of the National Curriculum for England Programme of study states that

Pupils should be taught 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 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*
- 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, 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

At Dilston Marsh Primary school our long-term planning is based on the national curriculum programme of study for languages. We have developed a scheme that covers these areas spread throughout KS1 and KS2 which can be seen in the MFL overview. The different year groups cover a different topic each term and develop their French in the four skill areas of Listening & Speaking (Oracy), Reading and Writing (Literacy) as well as increasing their cultural (IU=intercultural understanding) and grammatical awareness (KAL= Knowledge about language).

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Medium term planning is provided by the MFL curriculum lead and is reviewed regularly. Planning is differentiated to make it appropriate to the pupils being taught and is based upon their prior knowledge and understanding and skills.

Delivery

MFL is taught in discrete weekly French sessions by a MFL specialist to ensure good pronunciation and continuity. Each lesson begins with a question-and-answer session focussing on language previously covered and then moves on to the topic of the term.

Each term focuses on a different topic and new vocabulary is introduced and practiced using flashcards, PowerPoint presentations, mimes and actions, cards, games, finger puppets and other resources. Medium term planning outlines the linguistic structures and skills needing to be taught for that term covering the areas of Oracy (i.e. Listening and speaking skills), Literacy (reading and writing skills), Knowledge about language (KAL, structure of the language and grammar) and intercultural understanding (IU) as described in the KS 2 Framework for languages.

Recording learning

Evidence of Pupils' learning can be found in their French folders, which are kept in each classroom and sent home at the end of the academic year. Vocabulary sheets and some reading and writing tasks are filed in the folders as well as their annual progress cards

Ensuring Progression

As can be seen by the curriculum map and vocabulary progression, we ensure progression by regularly reinforcing what has been taught previously and then moving on their French Oracy and Literacy skills through a carefully planned progressive curriculum. We review and change this curriculum where necessary and continuously develop our resources to make it best suited for the children at Dilton Marsh C of E Primary School.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the French curriculum, but also skills which can be transferred to other languages.

All children will have

- an understanding of some cultural differences between France and the UK
- tolerance for people from other linguistic and cultural backgrounds.
- a curiosity for other languages and cultures they may encounter in their future lives.
- basic listening, listening, reading, and writing skills in French in line with the National Curriculum programme of study

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Assessment

We measure the outcomes of teaching following the 'I can' statements in our school's curriculum. At the end of each unit a designated task is chosen to formally assess the pupils' learning. This can take the form of answering the teacher's question(s) without or with prompts, a paired speaking assessment, completing a reading task or a short, written task. The outcome is recorded on the pupils' progress card in their French folder.

Marking and feedback

Due to the nature of the subject and the importance of listening and speaking in French most feedback is verbal. All written work is marked, and pupils have the opportunity to see the feedback before filing it in their French folders.

Monitoring and evaluation

The MFL subject leader, under supervision of the Headteacher and leadership team, is responsible for ongoing monitoring and evaluation in order to ensure high standards and improved outcomes across the subject. A subject action plan is shared and reviewed annually

Support for Disadvantaged Children and SEND

At Dilton Marsh C of E Primary School we aim to stretch and challenge the most able and develop the independence and confidence of less able learners to meet their full potential. We constantly adapt and extend the curriculum to match all pupils' needs and ensure that all children can access the lessons. The French teacher differentiates and adapts the work to meet the pupils' needs and supports individual pupils as well as referring to teaching assistants when and where it is possible and appropriate.

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