



Westhouses Primary School

Welcoming, Hardworking, Positive, Supportive



Modern Foreign Languages Policy 2022

Our Vision:

As directed in the 2014 National Curriculum, all children in KS2 are taught a Modern Foreign Language - at Westhouses we focus on French. When children enter Year 3, we begin this journey, focusing on the basic conversational skills, building on this and applying this knowledge as they travel through school. We strive to ensure that our languages teaching provides children with firm foundations which enables them to succeed in the future, and make a seamless transition to secondary school, where they continue to either study French, or begin learning an alternative language.

Intent:

French at Westhouses offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Through our teaching, we provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our curriculum, based upon the Kapow Scheme of Learning, is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts, as well as offering opportunities to apply key knowledge from previous learning.

Implementation:

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in (these are referred to as Sticky Learning Tasks). The Kapow French scheme of work is designed with six strands that run throughout. These are:

- Speaking and pronunciation

- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3/4 the focus is on developing oral skills, before incorporating written French in Year 5/6 and beyond.

The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, suggestions are provided about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Pupils' learning is evidenced through the use of the class floor book. This book will have examples of key vocabulary and grammatical structures, which will be a key resource to support children when reviewing previously learnt concepts. These books may include images, key vocabulary, scripts and QR codes which link to pupils practising speaking in French. Additional work may be saved onto individual pupil SeeSaw accounts.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.

The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. We want to ensure that French is loved by teachers

and pupils across school, therefore encouraging them to embark on further language studies.

Impact:

Impact can also be measured through key questioning skills built into lessons, child-led assessment such as using our success criteria, retention of knowledge which is identified through our Sticky Learning activities and summative assessments aimed at targeting next steps in learning. By the end of their time at Westhouses Primary School, children should be able to:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

National Curriculum:

For every pupil in key stage 2, learning a language is a statutory foundation subject. The new programme of study for KS2 set outs the new national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. At Westhouses, we teach French in Years 3 to 6 as part of the national entitlement to the study of a second language.

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.

By the end of key stage 2, pupils should 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 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.

Curriculum Management and Organisation:

Westhouses Primary School has a dedicated MFL Co-ordinator with responsibility for the management of teaching of French across Years 3 to 6. Schemes of Learning (Kapow Primary French) are in place for French in Years 3 to 6 to ensure a balanced and well-distributed coverage of the attainment targets set out in the programme of study for KS2 and to ensure continuity and progression in language learning across the key stage.

Due to our mixed-age classes, language units are taught over a term, to ensure that younger children are able to grasp new language skills, and older pupils have the opportunity to develop and extend their vocabulary and grammatical knowledge. Teachers will regularly review aspects of learning from previous units and year groups to ensure that learning 'sticks'.

To provide additional challenge for pupils who grasp languages quickly. We ensure that additional content, related to the learning objective, is added in sessions to stretch, challenge and consolidate knowledge. This could be a written, spoken or mixed activity.

Approach to Language Teaching:

All pupils in KS2 learn languages regularly: some lessons will be up to an hour in length, while others will be shorter 'bursts' of 10-30 minutes. This time is made up of a combination of dedicated language lessons, cross-curricular approaches and using language for real purposes in daily classroom routines. French is taught by the class teacher as we consider this to be important in allowing the teacher to follow up throughout the week providing the constant revision needed for effective language learning. This can take the form of short revision sessions or using the language learnt in other curriculum areas. For example registration time can be used to reinforce vocabulary already learned.

Teachers plan their lessons using the schemes 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. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language. We base the teaching of languages on the National Curriculum and Kapow scheme of work for MFL at Key Stage 2. We have, however, adapted this to the context of our school and the abilities of our children.

Recording, assessment and reporting:

The type and quantity of work will vary depending on age and confidence of the child. There is no expectation for large amounts of written work in French, however, there should be regular practise of oral and written tasks to ensure pupils develop a secure understanding of grammar and vocabulary. Completed work will be added to the class floor book, (to aid in retention and review of knowledge), or recorded online through Apps and SeeSaw.

Language work will be marked in line with the school policy on marking. Additional aspects that will be taken account of is level of performance in specific areas of language competency such as speaking and listening (oracy)/reading and writing (literacy). Alongside teacher marking and feedback pupils will be encouraged to self-assess and peer-assess and to set targets for improvement for both themselves and their peers. Levels of attainment in French will be included in reports home to parents at the end of the year, through the use of progress statements.

Inclusion:

The teaching of a language in key stage 2 at Westhouses is a statutory requirement and forms parts of a curriculum entitlement for all. The school aims to ensure that all children have opportunities to access and benefit from learning a foreign language together according to their needs. Therefore all pupils regardless of race, gender, special educational needs or language spoken at home will have the opportunity to develop this language capability in school. Care will be taken to ensure that a variety of language learning activities and strategies are deployed in order to engage and motivate all learners.

Resources:

A variety of language learning resources are available in school, as appropriate, for each year group. In addition, in accordance with the requirements of the programme of study for KS2, pupils will be encouraged to engage with authentic text and literature (stories and extracts, poems etc.) in French.

Home learning:

Home learning may occasionally be set for language work through our 'Topic Traveller' tasks. If set, great care will be taken to ensure that it is a task which can be completed with confidence at home.

Monitoring and Review:

The MFL Co-ordinator, reporting to the Headteacher, is responsible for monitoring teaching practice to see that the school languages policy is being implemented. This includes overseeing the development and review of schemes of learning for MFL, monitoring language planning and teaching, and sampling pupil work and teacher marking. In addition, the MFL Co-ordinator will identify and organise a response to staff development needs. Opportunities to share development and successes in MFL teaching will also be shared with the Linked Governor.

Policy Written: November 2022

Review Date: January 2025 (or earlier if required).