



**Calcot Schools**

## **Policy for Modern Foreign Languages for KS2**

### **Curriculum Statement**

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 (NC2014).

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy as well as to their understanding of their own culture(s) and those of others.

Language also lies at the heart of ideas about individual identity and community. Learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, learning:

- stimulates children's creativity,
- leads to gains across the curriculum,
- supports oracy and literacy,
- supports and celebrates the international dimension.

In summary, language learning offers opportunities for children to:

- gain enjoyment, pride and a sense of achievement;
- apply and develop their knowledge of languages and language learning;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

At Calcot, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

Moreover, we are committed to ensuring our MFL teaching provides the foundation for learning further languages as well as the means to access international opportunities for study and work later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

## **The Primary MFL curriculum (KS2)**

The curriculum aims to provide a strong foundation which will secure meaningful and enjoyable learning. It includes an ICT component with an emphasis on active learning and the development of speaking and listening skills especially.

### **The aims of teaching modern foreign languages**

- The children develop an interest in learning another language;
- The children develop a greater understanding of other cultures and become aware of the wider environment in which they live;
- The children understand that each individual language is different and has its own definitive forms and structure including phonological and grammatical structures;
- The children strengthen and improve their own knowledge and abilities in their first language;
- The children develop both their active and passive language skills: speaking, listening, reading and writing;
- The children gain enjoyment and a sense of achievement in learning a foreign language;
- The children are provided with opportunities to investigate, evaluate and apply a variety of learning strategies which they can then use to help them progress in all subject areas.

### **The French lessons must be varied in content and incorporate:**

- a. Target French vocabulary, phrases, French phonics and basic grammatical structures;
- b. Be progressive, moving from word to text level (pupils must learn to create language and re-use language in different contexts. They will develop language learning strategies);
- c. Opportunities for the children to ask and answer questions using the appropriate grammatical structures and level of formality;
- d. Opportunities to develop autonomous learning by using bilingual dictionaries;
- e. Access to a variety of authentic sources in different formats, for example written and audio texts;
- f. Teaching of basic French grammar, phonics and spelling patterns, whilst developing techniques to remember vocabulary / difficult spellings / grammar rules;
- g. Opportunities to write simple phrases and develop simple sentences.
- h. Recycling language that has been taught in role play situations to use in everyday conversations;
- i. Opportunities to research French culture and to learn about life in France and other French speaking countries;
- j. Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language;
- k. Have cross-curricular links i.e using foreign language numbers in maths, colours in art, singing carols at Christmas, making an Easter card, writing the date in French, instructions in PE.

## **Pedagogy**

There is no single way to teach a new language. Learners-including young learners- are individuals with different learning styles and primary teachers are already very familiar with adapting their teaching methods in order to take account of this. There is, however, broad agreement that the approach should stress the importance of communication in the language- real language use- as a central component of learning as well as a desired outcome for that learning. This involves opportunities for learners to interact with the language. At Calcot, we strive to create the best conditions for successful language learning. Good primary practice involves:

### **Providing enjoyment and stimulation**

Children learn best when they enjoy what they are doing and, through this enjoyment, are led to challenge themselves in a secure environment and to discover the unknown. In language learning, children are engaged by games and puzzles; they are enthused by taking part in songs and drama and by listening to stories which are already known in their mother tongue and are at the same time both familiar and new.

### **Supporting learning through regular routines**

Children hear and use the language repeatedly on a routine basis at Calcot. They reinforce their language regularly and frequently during classroom interaction, greetings, numbers, games, pictures and songs making use of and developing communication strategies which will be of value to them in their everyday lives.

## **Ensuring opportunities for children to interact**

Children engage with their learning, interacting with language and with other people. They perform to an audience, perform role-plays. They communicate with other people. They listen and respond to songs, rhymes and stories and use video, audio and CD to hear authentic native speakers. Such interaction is part of learning, but it is particularly important for learners of a new language.

## **Teaching methods**

A range of teaching methods and learning styles will be implemented in the MFL lessons at Calcot Junior School. In their language learning the children will have the opportunity to access a variety of resources and, more importantly, authentic sources. There will be a balance of whole class, group and autonomous learning. In terms of cross curricular links, the children will be encouraged to use and apply their learning in other subject areas.

## **Links with other subjects**

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through:

- Aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;
- Aspects of mathematics such as counting, calculations, money, the time and date;
- Songs, alphabet, poems, rhymes and stories in other languages;
- International or multi-cultural work, for example celebration of festivals, storytelling;
- Using ICT, eg email with schools abroad, materials from the internet. Interactive sorting and matching games for use on smartboards;
- Geographical and historical work relating to other countries.

## **Creating a love of language learning**

Here at Calcot, we recognise the importance of learning a foreign language and that language learning should not be limited to the classroom. In addition, learners will be offered the opportunity to:

- Participate in foreign language assemblies to foster children's curiosity, improve cultural awareness and deepen their understanding of the world.
- Weekly French certificates that ensure that language learning is celebrated throughout the school community.
- Listen to French stories during 'Reading Week.'
- Play a variety of French games/sports during 'Sports Week.'
- Learn about French artists during 'Arts Week.'
- In Year 2 attend a French club to gain experience of another language and culture.
- In Year 6, sample a French breakfast to experience another country and its culture.
- In Year 6, form links with a French school, where learners can use their language knowledge in a practical context.
- There will be a subject display which demonstrates cultural awareness and linguistic progression of learners.

## **Supporting Learners with SEND**

Although our principal aim is to develop children's knowledge, skills, and understanding of another language, great emphasis will also be placed on the children's enjoyment of the subject. At Calcot, all children in KS2 will have the opportunity to learn a modern foreign language, whatever their ability and individual needs and we will ensure that all children are supported in their language learning accordingly. To ensure that all learners have equal access to the MFL curriculum, lessons will be planned and delivered to support their individual needs.

## **EAL Learners**

Children for whom English is a second or additional language can be greatly encouraged and supported by language lessons. They are able to take pride in their existing linguistic skills and see languages other than English being valued. They can build on their experience of using a number of languages in their daily life and contribute to the intercultural understanding of their fellow pupils. Their experience of learning English as a second language usually facilitates their learning of other languages. Wherever possible, prior experience of language learning will be built upon and developed where or indeed if appropriate.

## **Differentiation**

We allow for differentiation which includes, but is not limited to the following:

- Providing resources and tasks with different levels of challenge, matched to the ability of the child;
- Setting common tasks which are open-ended and can have a variety of responses;
- Providing speaking and writing frames as well as word banks to scaffold responses;
- Using a range of questioning.

## **Planning for MFL**

### **Schemes of Work**

Our scheme of work is primarily based upon the Twinkl scheme of work. This scheme is adapted and supplemented with other resources to make a tailor-made scheme for Calcot pupils. There are several reasons for using this established scheme as a basis for our MFL provision:

1. The scheme is sequenced and ensures progressive coverage of skills as required by the national curriculum;
2. It gradually builds upon skills gradually leading to learner autonomy;
3. It provides opportunities to communicate both in speech and in writing;
4. It contains many examples of authentic French speakers so that learners can hear native French speakers;
5. There is a balance of language, history and culture;
6. Regular opportunities to revise vocabulary and grammatical structures are built into the lessons;
7. Support for non-specialists;
8. Opportunities for specialists (and non-specialists) to adapt and build upon existing lessons.

The scheme of work is designed to develop the knowledge of phonics, vocabulary and grammar to enable learners to build and manipulate sentences.

### **Expectations**

- Learners are able to create their own sentences and not just have a basic knowledge of vocabulary;
- Learners are able to manipulate given sentences and change them appropriately (for example considering person, subject-verb agreement, agreement of adjectives and use of simple conjunctions);
- Learners are able to move beyond word level responses.

### **Vocabulary**

The vocabulary that is introduced focuses on 'topic' words and common words, including conjunctions, prepositions and some regularly used verbs (such as 'have' and 'be').

#### **Vocabulary expectations**

The vocabulary in the scheme of work has been chosen to:

- Give learners the chance to use vocabulary that is appropriate and relevant in everyday life;
- Build up a knowledge of common words;
- Consolidate understanding of word classes and develop grammatical knowledge (for example nouns, gender, singular, plural and adjectival agreement);
- Words are used to help construct or manipulate sentences.

### **Phonics and Pronunciation**

Phonetics (including sound links to spellings) is planned and taught using a range of resources. Links will be made to vocabulary taught within topics so that pronunciation becomes a part of vocabulary learning. In this way, phonetics and pronunciation remain a part of sentence building as a whole and not as a separate entity that is taught 'cold' or out of context.

### **Revision and consolidation of prior learning**

Revision and consolidation activities, such as vocabulary recall and sentence building using previously learned elements are built into lessons so that pupils can remember what has been previously learned. Learners do not move onto another topic unless they have an understanding of the necessary concepts and content.

## **Language skills**

Planning ensures that learners engage with the language through speaking, listening, reading and writing. Activities and tasks include:

- Role-plays;
- Listening to native speakers in a variety of situations and contexts;
- Reading a variety of written texts including stories, poems, letters and non-fiction passages;
- Access to a variety of authentic sources in different formats, for example written and audio texts
- Playing language games and learning songs, with emphasis on the enjoyment of learning a foreign language

## **Use of the target language**

A mix of French and English is used in the lessons to maximise teaching and learning time and to avoid confusion when new concepts are introduced. It is important that learners are exposed to the target language to develop their understanding and retention. The target language is used in instructions, resources and models which are planned carefully, and any verbal examples are supported by visual aids and gestures.

## **Knowledge, skills and understanding**

The following aspects are particularly relevant:

### **Understanding and using the foreign language**

1. In the early stages of language learning children may be taught:
  - How to use and respond to the foreign language;
  - How to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness;
  - Correct pronunciation and intonation;
  - How to ask questions; Techniques for memorizing words, phrases and short extracts;
  - How to use context and clues to interpret meaning;
  - How to make use of their knowledge of English or another language in learning the foreign language.
2. Pupils can be taught about other countries and cultures by:
  - Working with authentic materials including some ICT-based sources;
  - Considering their own culture and comparing it with others;
  - Considering the experience of other people.
3. In order to develop their knowledge, skills and understanding further, pupils will also be taught:
  - The interrelationship of sound and writing;
  - Simple aspects of grammar and how to apply them;
  - How to initiate conversation;
  - How to use dictionaries and other reference materials;
  - How to communicate with each other in the foreign language in pairs, groups and with their teacher;
  - How to use their knowledge of the language creatively and imaginatively;
  - How to use the foreign language for real purposes.

## **Assessment**

Assessment is based on what has been learned in the scheme of work. It will include:

- The learner's ability to produce sentences;
- The learner's ability to manipulate structures;
- The learner's understanding of vocabulary;
- The learner's production and manipulation of vocabulary;
- The learner's skills in speaking, listening, reading and writing.

Pupils are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. This process is supported by the end of KS2 attainment targets in the Languages Programme of Study (NC2014). These have been used to inform end of year statements for Years 3-6.

## **Monitoring MFL provision**

The monitoring of the children's work and the quality of teaching in MFL is primarily the responsibility of the MFL lead, who will also be supported by the head teacher and other KS2 colleagues. The MFL lead will also support colleagues in their MFL teaching, if required, as well as offer advice and inform staff members about current developments in modern foreign languages. In addition, samples of children's work will be kept in the MFL subject leader file. These samples will be kept as evidence of work undertaken in KS2 and demonstrate a range of language levels and progression.

## **Quality of practice and support for staff development**

The provision of MFL at Calcot is evidenced and monitored by:

- Lesson observation
- Work scrutiny
- Interviews with pupils
- Review of the MFL policy
- Review and revision of the scheme of work

## **Role of MFL lead**

At Calcot, leaders have ensured that the member of staff responsible for leading and teaching MFL has previous experience and prior subject knowledge. Our primary chosen modern foreign language is French. This choice is primarily based on staff expertise and the transition of the children from Calcot Primary School to some of the secondary schools within the local area.

The MFL lead will plan and teach the lessons. The MFL lead will also be responsible for completing the assessment of the children's learning. The MFL lead will be given, where necessary, support from the Deputy Head regarding leading the subject, book scrutinies, lesson observations, feedback, planning, delivering lessons and assessment of learning. The MFL lead has also met with a partner secondary school to aid progression into KS3

## **Working with Parents/Carers**

Parents and carers have an important role to play in supporting their children to learn about languages. They can encourage their child to practise the language learnt each week as well as help their child to understand the differences in culture.

This policy will be monitored and reviewed by the MFL Subject Lead on an annual basis.

Policy updated: April 2022

Staff responsible: Nina Chughtai

This policy was ratified by the governing body on:

Signed on behalf of the governing body \_\_\_\_\_ (signature)

\_\_\_\_\_ (print name)