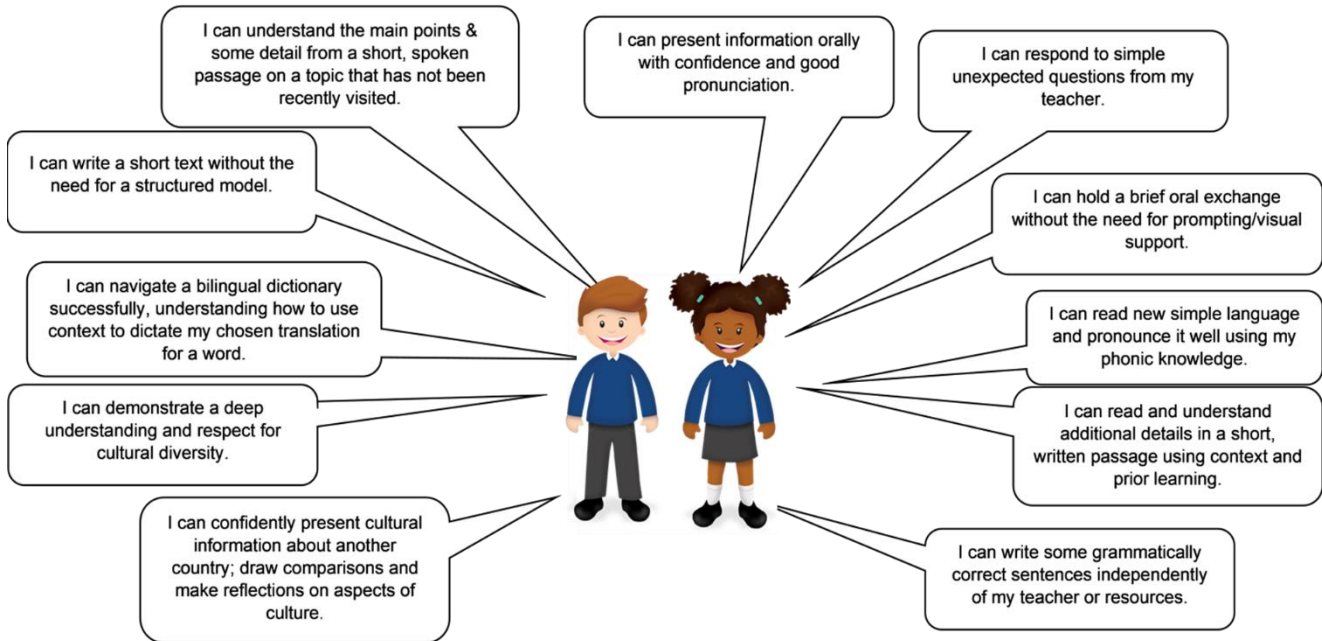




## North Newton Subject Policy for MFL (French)

In North Newton Primary School, mastering MFL means:

Subject Leader: Claire Pickford



# CONTENTS

## CONTENT

- 1) Subject

- Aims.....
- 2) Subject Leadership.....
- 3) Principles for Learning and Teaching.....
- 4) Curriculum Approach.....
- 5) Inclusion .....

## IMPLEMENTATION

- 6) How we Plan

- .....
- 7) How we Teach.....
- 8) Progression of Skills.....
- 9) Supporting Learners .....

## IMPACT

- 10) How we Assess Progress

- 11) How we Monitor Learning and Teaching .....
- 12) How we Report Outcomes .....

Appendix A: Progression of Skills in MFL

Appendix B: Assessment Grid

## 1. SUBJECT AIMS

MFL at North Newton Community Primary School aims to ensure that all KS2 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 writing in the language studied.

## 2. SUBJECT LEADERSHIP

The MFL Lead will:

- monitor pupil progress in French.
- provide professional leadership and management for MFL across the school
- lead the improvement of standards of learning and achievement for all pupils
- plan & deliver secure high-quality teaching in MFL
- manage and ensure the effective use of resources in MFL

### Monitoring

The MFL Lead will monitor and report on the effectiveness of provision of MFL throughout the school. This may include:

- interviewing pupils on their experiences and perceptions
- scrutinising pupil books
- analysis of pupil progress

### Professional Development

The MFL Lead will ensure that staff development needs are identified and will seek to find appropriate courses to address any needs.

### Resources

The MFL Lead will ensure:

- resources are organised effectively to ensure the delivery of high-quality MFL lessons
- advise staff where necessary on the availability and usage of MFL resources
- resources are replenished/renewed, when and where appropriate to support pupil outcomes in MFL

## 3. PRINCIPLES FOR LEARNING AND TEACHING

At North Newton Community Primary our emphasis is about learning to learn, equipping children with the knowledge and skills that they need to become valued citizens of the future. We want to deliver a curriculum that provides real experiences relating to the children's interests and needs. MFL focuses on enabling children to develop their enquiry skills, by both asking and answering questions. It strengthens their ability to analyse language in general and discover and apply patterns. Through discovering aspects of another culture in detail, they develop positive empathetic attitudes to cultural diversity.

French has been selected as the language to be taught as this links with the experiences of many of our children - through family holidays or other family members' language experience. It also prepares the children for their move to Secondary school where they will learn French in Year 7.

### KEY STAGE 2: Learning Objectives

- To listen attentively to spoken language and show understanding by joining in and responding
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- To speak in sentences, using familiar vocabulary, phrases and basic language structures
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- To present ideas and information orally to a range of audiences
- To read carefully and show understanding of words, phrases and simple writing
- To appreciate stories, songs, poems and rhymes in the language
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- To describe people, places, things and actions orally and in writing
- To 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

#### **4. CURRICULUM APPROACH**

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. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

#### **5. INCLUSION**

High expectations are maintained for all pupils and appropriate assessment is used to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds (PPG)
- Pupils with SEND
- Pupils with English as an additional language (EAL)

# IMPLEMENTATION

## 6. HOW WE PLAN

- Long-term planning is structured using the KS2 National Framework for Languages to ensure progression throughout KS2.
- MFL teacher plans to ensure that each Year group will receive a broad, logical & progressive coverage of all topics by the end of KS2 and can develop all 4 key skills areas (Reading, writing, listening & speaking).
- A 2 Year rolling topic plan is used with differentiation for Year group within this.
- Consultation with class teachers to choose cross curricular topics where appropriate
- MFL teacher delivers learning for the objectives identified in the yearly overview.
- Medium term plans are used to identify the critical path through the objectives each term and adjusted if required (Covid Lockdown restrictions for example)
- Long-term planning can be adjusted to revisit topics/areas of grammar or skills that were not taught face-to-face by MFL teacher during Covid restrictions.
- Notes and guidance (non-statutory) available:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)
- <https://www.all-languages.org.uk/wp-content/uploads/2016/04/KS2-Framework-for-Languages-part-1.pdf>

### 2 Year rolling topic Plan for KS2 French

		SQUIRRELS		BADGERS	
		YEAR A	YEAR B	YEAR A	YEAR B
MFL (French)	AUT	<b>Myself, my family and pets</b>	<b>Myself &amp; My Town</b>	<b>Describing ourselves (Body &amp; Clothing)</b>	<b>Future Plans &amp; dreams</b>
	SPR	<b>Clothes and colours</b>	<b>Transport and directions</b>	<b>Animals and Home</b>	<b>Visiting a French town</b>
	SUM	<b>A Healthy body &amp; Food &amp; Drink</b>	<b>Holidays &amp; Hobbies</b>	<b>Shopping and number</b>	<b>School life</b>

## 7. HOW WE TEACH

Children are introduced to French in KS2 and receive a 30 minute per week lesson. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from or are like English. Lessons across the Key Stage support the core skills of Speaking, Listening, Reading and Writing. Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes, and games. Children develop phonic knowledge of French which they can apply by the end of KS2 in their reading & writing also.

### Outdoor Learning

Where appropriate, children are encouraged to use realia and learn through outdoor stimulus. Examples: Learning names of playground games; Action verbs; Traditional French games to learn number; Sporting activities.

Children regularly conduct 'survey' style question/answer roleplays outdoors which facilitates ease of movement, better acoustics for one-to-one speaking and better opportunities for discreet teacher assessment of individuals.

### Health & Safety Considerations

Children are made aware of the associated health and safety risks in moving around the classroom when whole-class movement is required for songs, dances, survey-style activities etc. When moving MFL equipment, teachers model how to do so and ensure pupils move appropriate equipment correctly.

### Resources

It is the MFL Lead's responsibility to ensure that all resources needed for a unit of work are ordered and/or available before delivery of lessons

## 8. PROGRESSION OF SKILLS

Children are taught and assessed according to 3 main strands-Oracy, Literacy & Intercultural Understanding.

Plans use the KS2 Framework for languages which has a clear set of Year Group Learning Objectives covering the 3 main strands and therefore ensures effective progression throughout KS2.

Assessment for Learning is incorporated in every lesson through clear, shared Learning Objectives and the regular use of self-assessed and teacher-assessed 'tick-box' activities at the end of each unit of learning. Medium-term Learning Objectives are shared with children orally.

Where children do not meet some of their objectives, verbal/written feedback is given to show them their 'next steps'. Equally, feedback/extension activity opportunities are given to children to extend/broaden their learning and encourage them to achieve Mastery.

Reference to Appendix A

## 9. SEND & SUPPORTING LEARNERS

MFL Lead will plan lessons so that KS2 pupils with SEN and/or disabilities can learn a MFL, wherever possible, and ensure that there are no barriers to every pupil achieving. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Examples of practice used to support children with SEND are:

- Adapted resources/technology for those with a physical impairment
- Quality First teaching
- Adapted Learning Objectives related to ECHP
- Word mats & knowledge organisers
- Peer pairing
- Multi-sensory approach to support and reinforce learning
- Opportunities for children to show what they know orally

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## IMPACT

### 10. HOW WE ASSESS LEARNING

MFL is assessed by the MFL Lead, formulating judgements based on assessments of children and monitoring of progression throughout KS2.

Assessment is recorded for each child for each strand (Oracy, Literacy & Intercultural Understanding). At the end of the year, assessment information is collated on each year group and conclusions drawn that will inform and shape the planning for the next year ahead.

### 11. HOW WE MONITOR PROVISION

It is the responsibility of the MFL Lead to monitor the standards of children's work and the quality of teaching and learning in MFL. All data collected is stored so that it may be scrutinised and considered by SLT.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum".

Subject Leaders monitor the way their subject is taught throughout the school by:

- Monitoring the standards of Learning and Teaching through book scrutiny and display work
- Feeding back to SLT on the standards of Learning and Teaching, based on subject specific aims, objectives and approach
- Having responsibility for monitoring the way in which resources are stored and managed.

### 12. HOW WE REPORT OUTCOMES

MFL teacher will formulate judgements and record assessments of children's knowledge and skills and update each term.

Cohort data for attainment and progress in MFL is collated and analysed. Analysis helps to inform future priorities in the provision of MFL to support school improvement.'

Individual pupil outcomes are reported to parents though the annual reports given to parents.

Reference to Appendix B

**APPENDIX A: Progression of Skills in French**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Oracy</b>	<ul style="list-style-type: none"> <li>▪ O3.1 Listen &amp; respond to simple rhymes, stories and songs</li> <li>▪ O3.2 Recognise &amp; respond to sound patterns and words</li> <li>▪ O3.3 Perform simple communicative tasks using single words, phrases and short sentences</li> <li>▪ O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</li> </ul>	<ul style="list-style-type: none"> <li>▪ O4.1 Memorise and present a short spoken text</li> <li>▪ O4.2 Listen for specific words and phrases</li> <li>▪ O4.3 Listen for sounds, rhyme and rhythm</li> <li>▪ O4.4 Ask and answer questions on several topics</li> </ul>	<ul style="list-style-type: none"> <li>▪ O5.1 Prepare and practise a simple conversation, reusing familiar vocab ad structures in new contexts</li> <li>▪ O5.2 Understand &amp; express simple opinions</li> <li>▪ O5.3 Listen attentively and understand more complex phrases and sentences</li> <li>▪ O5.4 Prepare a short presentation on a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ O6.1 Understand the main points and simple opinions in a spoken story</li> <li>▪ O6.2 Perform to an audience</li> <li>▪ O6.3 Understand longer and more complex phrases or sentences</li> <li>▪ O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• L3.1 Recognise some familiar words in written form</li> <li>• L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</li> <li>• L3.3 Experiment with the writing of simple words</li> </ul>	<ul style="list-style-type: none"> <li>• L4.1 Read ad understand a range of familiar phrases</li> <li>• L4.2 Follow a short familiar text, listening and reading at the same time</li> <li>• L4.3 Read some familiar words and phrases aloud and pronounce them accurately</li> <li>• L4.4 Write simple words and phrases using a model and some words from memory</li> </ul>	<ul style="list-style-type: none"> <li>• L5.1 Re-read frequently a variety of short texts</li> <li>• L5.2 Make simple sentences and short texts</li> <li>• L5.3 Write words, phrases and short sentences, using a reference.</li> </ul>	<ul style="list-style-type: none"> <li>• L6.1 Read &amp; understand the main points and some detail from a short story, song or passage</li> <li>• L6.2 Identify different text types and read short authentic texts for enjoyment or information</li> <li>• L6.3 Match sound to sentences and paragraphs</li> <li>• L6.4 Write sentences on a range of topics using a model</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>• IU3.1 Learn about the different languages spoken by children in the school</li> <li>• IU3.2 Locate country/countries where the language is spoken</li> <li>• IU3.3 Identify social conventions at home and in other cultures</li> <li>• IU3.4 Make indirect/direct contact with the country/countries where the language is spoken</li> </ul>	<ul style="list-style-type: none"> <li>• IU4.1 Learn about festivals and celebrations in different cultures</li> <li>• IU4.2 Know about some aspects of everyday life and compare them to their own</li> <li>• IU4.3 Compare traditional stories</li> <li>• IU4.4 Learn about ways of travelling to the country/countries</li> </ul>	<ul style="list-style-type: none"> <li>• IU5.1 Look at further aspects of their daily lives from the perspective of someone from another country</li> <li>• IU5.2 Recognise similarities and differences between places</li> <li>• IU5.3 Compare symbols, objects or products which represent their own culture with those of another country.</li> </ul>	<ul style="list-style-type: none"> <li>• IU6.1 Compare attitudes towards aspects of everyday life</li> <li>• IU6.2 Recognise and understand some of the differences between people</li> <li>• IU6.3 Present information about an aspect of culture</li> </ul>



**APPENDIX B: Assessment Grids (Years 3,4,5 &6)**

<b>YEAR 3</b>	<b>WT</b>	<b>ARE</b>	<b>GD</b>
<b>Strands</b>			
<b>Oracy</b>	<ul style="list-style-type: none"> <li>• Can listen to and respond to some spoken words &amp; phrases with support</li> <li>• Can communicate with others using simple words and support to use phrases &amp; sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Can listen to and respond to spoken words &amp; phrases.</li> <li>• Can communicate with others using simple words, phrases &amp; short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can listen to and respond to longer phrases and some short sentences</li> <li>▪ Can communicate with others using words, phrases &amp; longer sentences</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Can read and understand some familiar words which are most cognates and regularly seen words</li> <li>• Can copy simple words and phrases with support</li> </ul>	<ul style="list-style-type: none"> <li>• Can read &amp; understand familiar words &amp; phrases</li> <li>• Can write simple words &amp; phrases using a model</li> </ul>	<ul style="list-style-type: none"> <li>• Can read &amp; understand familiar words in a different context</li> <li>• Can write sentences using a model</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>• Can identify a limited number of facts about France</li> <li>• Can share basic details about some festivals and traditions in France</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify &amp; know some facts about France</li> <li>• Can talk about some conventions, festivals and traditions in France.</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw on wider knowledge of the world to contribute to discussion about France</li> <li>• Can begin to evaluate conventions, traditions and festivals in France and at home.</li> </ul>

<b>YEAR 4</b>	<b>WT</b>	<b>ARE</b>	<b>GD</b>
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Strands			
<b>Oracy</b>	<ul style="list-style-type: none"> <li>• Can listen to and identify some words and occasionally short phrases</li> <li>• Can communicate using simple questions and answers with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Can listen to and identify words &amp; short phrases</li> <li>• Can communicate using a wider range of questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can listen to and identify full sentences</li> <li>▪ Can communicate using a wide range of questions &amp; answers and recognises that questions are not always directly translatable to English phraseology</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Can read and understand some short phrases, mostly those that contain cognates.</li> <li>• Can copy and write some words &amp; phrases with support</li> </ul>	<ul style="list-style-type: none"> <li>• Can read &amp; understand familiar written sentences</li> <li>• Can write some words &amp; phrases without help</li> </ul>	<ul style="list-style-type: none"> <li>• Can read &amp; understand some longer sentences including ones where context is needed</li> <li>• Can write longer sentences, using conjunctions.</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>• Can notice some cultural differences between home and abroad</li> <li>• Understands that grammatical and spelling patterns can be different in French</li> </ul>	<ul style="list-style-type: none"> <li>• Can compare aspects &amp; cultural traditions at home and abroad.</li> <li>• Can begin to recognise &amp; apply simple grammatical &amp; spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Can consider where some aspects of cultural traditions abroad may originate</li> <li>• Can apply some simple grammatical patterns in new contexts</li> </ul>

<b>YEAR 5</b>	<b>WT</b>	<b>ARE</b>	<b>GD</b>
<b>Stands</b>			
<b>Oracy</b>	<ul style="list-style-type: none"> <li>• Can understand the main gist of a short, spoken text and a few details</li> <li>• Can express a limited range of simple opinions when holding conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Can pick out some detail from a short, spoken text</li> <li>• Can express simple opinions when holding brief conversations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can pick out most details from a short, spoken text</li> <li>▪ Can express a variety of nuanced opinion phrases when holding conversations</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Can read &amp; understand the main gist and occasional main points from a text</li> <li>• Can write sentences using a model and teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Can read &amp; understand some main points from a text</li> <li>• Can write sentences using a model</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and understand some finer detail from a short text</li> <li>• Can begin to adapt models of sentence structure for own purposes and seeks ways to innovate.</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>• Can recognise a limited range of products and objects as specifically representing French culture.</li> <li>• Can identify basic differences in everyday life at home and abroad</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise symbols, products and objects that represent the French culture</li> <li>• Can identify similarities &amp; differences in everyday life at home and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise a large variety of products &amp; objects that represent French culture and begin to consider their origins.</li> <li>• Can identify a large range of similarities &amp; differences in everyday life at home and abroad and evaluate and give opinion on such.</li> </ul>

<b>YEAR 6</b>	<b>WT</b>	<b>ARE</b>	<b>GD</b>
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Stands			
<b>Oracy</b>	<ul style="list-style-type: none"> <li>• Can listen to &amp; understand the main points and occasional details from a spoken passage</li> <li>• Can hold short conversations with prompts</li> <li>• Can give a presentation where clarity &amp; audibility might not be wholly successful but the main gist is conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Can listen to &amp; understand the main points &amp; some detail from a spoken passage</li> <li>• Can hold short conversations with little or no prompts</li> <li>• Can give a presentation in a clear, audible voice</li> </ul>	<ul style="list-style-type: none"> <li>• Can present information orally with confidence and good pronunciation.</li> <li>• Can hold a brief oral exchange without the need for prompting/visual support &amp; respond to unexpected questions.</li> <li>• Can understand some detail from a short, spoken passage on a topic that has not been recently visited.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Can read aloud some phrases and sentences with varying efficacy</li> <li>• Can write some sentences on a range of topics with teacher/peer support</li> </ul>	<ul style="list-style-type: none"> <li>• Can read aloud &amp; understand the main points &amp; some detail in a short, written passage</li> <li>• Can write sentences on a range of topics using a model</li> </ul>	<ul style="list-style-type: none"> <li>• Can read aloud new simple language, pronounce it well &amp; understand additional details in a short, written passage using context and prior learning.</li> <li>• Can write a short text without the need for a structured model.</li> <li>• Can navigate a bilingual dictionary successfully, understanding how to use context to dictate a chosen translation for a word.</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>• Can demonstrate a limited understanding &amp; respect for other cultures</li> <li>• Can research (supported by a peer/teacher) and present basic cultural information.</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate some understanding &amp; respect for other cultures</li> <li>• Can research &amp; present cultural information confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate a deep understanding and respect for cultural diversity.</li> <li>• Can confidently present &amp; share cultural comparisons/reflections on aspects of another culture.</li> </ul>