

GPS MODERN FOREIGN LANGUAGES POLICY



1. Introduction

The ability to understand and speak an additional language encourages young people to broaden their horizons, develop an international outlook and better understand the world and their place within it. Language learning offers the opportunity to look beyond a local context and explore the culture and identity of those countries where the language taught is spoken. This policy sets out the vision, aims and strategies for the teaching of languages for the next three years.

2. Aims

The aims of MFL teaching are to:

- Offer all children, from year 2 to year 6, the opportunity to learn one language: French.
- Develop specific knowledge and skills, using sounds, words and structures which enable children to ask and answer questions and offer opinions.
- Introduce learners to songs, rhymes, poems, stories and other short, authentic texts.
- Offer a curriculum which is informed by the National Curriculum and the Programme of Study at Key Stage 2.
- Lay a strong foundation for further language teaching at Key Stage 3.
- Close the gaps which may exist in terms of cultural awareness, particularly relating to French-speaking nations and their customs and traditions.

3. Whole School Organisation and Management

(i) Curriculum

The language curriculum at GPS has been designed to engage, motivate and enthuse all of our learners. It is a programme, which takes into account, the abilities and aptitudes of our children.

Key Stage 1

In Key Stage 1, children develop awareness that French is a different language. They learn where France is in relation to where they live and how they could travel to visit France from their hometown of Sunderland. Routines are introduced and embedded so our learners become accustomed to the sounds of the language. Stories, songs and rhymes are often used to engage children. Often these stimuli will be familiar to them in English to aid initial understanding. The use of puppets and soft toys encourages pupils to feel confident in experimenting with language and responding to questions in the target language. Topics studied are designed to engage children and enable them to understand basic language such as colours and numbers, days of the week and key classroom instructions.

Key Stage 2

In Key Stage 2, the language curriculum is built around three main strands: phonics, grammar and vocabulary. It is designed to fulfil the requirements of the Key Stage 2 Programme of Study. Phonic knowledge allows learners to read, spell and pronounce words more accurately. Phonics is taught primarily with the use of the *Physical French phonics* system. Grammar is introduced in order for children to make sense of key concepts such as gender, adjectival agreement and verb conjugation. Vocabulary taught in Key Stage 1, is often revisited and used alongside new words and phrases so

that learners can begin to put together simple sentences using this knowledge. Progress is made to more complex sentences over the course of Key Stage 2. This gives learners the opportunity to express themselves, and to give their opinions on a wide variety of topics. The subject specialist teacher draws on resources offered by the *Institut Français du Royaume-Uni*, part of a worldwide network promoting French language and culture, linked to the French Ministry of Foreign and European Affairs. A wide variety of songs, stories and rhymes is used, often authentic texts and, when possible, children are given the opportunity to listen to French, spoken by a native speaker to help accustom their ear.

Children are taught the important skill of using a bilingual dictionary. This enables them to become more independent language learners. All of the knowledge and skills introduced during their language learning journey at GPS, will allow our children to continue to progress in their chosen additional language at Key Stage 3.

The following key learning descriptors display the skills children are expected to achieve in each year:

Year 3

- **Listening and Speaking:** Listen to and recognise a familiar question and respond; say a simple sentence using a connective.
- **Reading and writing:** Read, recognise and say aloud familiar words; Write familiar words using a model and some from memory.

Year 4

- **Listening and Speaking:** Listen to and understand a simple sentence with high frequency verb, noun and colour adjective; ask and answer familiar questions with support; use familiar vocabulary to say simple sentences.
- **Reading and writing:** Read and say the sound of some letter strings; read aloud simple sentences; find meaning of words in a bilingual dictionary; read and write a simple sentence using a model and some from memory.

Year 5

- **Listening and Speaking:** Listen to and understand a more complex sentence; ask and answer a variety of questions with support; Manipulate vocabulary to say a more complex sentence positive and negative with support.
- **Reading and writing:** Read aloud and show understanding of a more complex sentence; write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives, adverbial phrase.

Year 6

- **Listening and Speaking:** Understand and say a complex sentence to present own ideas using a bilingual dictionary; engage in a short conversation using familiar language.
- **Reading and writing:** Pronounce some unfamiliar words using phonic knowledge; read and write sentences demonstrating a good grasp of grammatical concepts encountered; write some complex sentences from memory with understandable accuracy.

(ii) Time Allocation

Pupils learn French for 60 minutes each week. This is taught by our specialist language teacher. In year 6, pupils are also offered the opportunity to attend a weekly lunchtime German club to allow them to prepare for the introduction of German at our feeder secondary school.

(iii) Assessment

Assessment is continuous in MFL lessons at GPS. In Key Stage 2, children are assessed using the *Sue Cave assessment targets*. This assessment process informs planning and ensures progression in each skill: listening, speaking, reading and writing as well as grammar.

(iv) Continuity and Progression

The subject specialist teacher ensures that children are receiving a curriculum which allows them to make good progress. Concepts are revisited in different contexts to allow children to explore and manipulate language. In Key Stage 2, children keep their French books from year 3 in year 4 and from year 5 into year 6 to ensure that they can look back at relevant knowledge organizers and work previously completed.

(v) Cross Curricular Links

When applicable, links are made in French lessons to a variety of curricular areas. The links between learning an additional language and learning English are clear. When teaching French grammar, terms used when teaching SPAG in English lessons are employed to encourage learners to make connections. ICT is used effectively to produce work such as simple presentations. Maths concepts such as telling the time also form part of the French curriculum.

(vi) Reporting to Parents

Children's work and achievements are reported through the end of year Pupil Report. In addition, teachers will use their own professional judgment to notify parents of any concerns &/or achievements as they see fit.

4. Curriculum Leadership and Management

French is taught by a specialist language teacher, Clair Blackett is also the school's language co-ordinator. She is responsible for the following:

- Developing a primary languages curriculum which allows progression in all four language skills speaking, listening, reading and writing.
- Implementing assessment procedures and recording pupil progress.
- Managing resources to support curriculum delivery.
- Keeping up to date with current thinking in primary MFL teaching and ensuring that this is reflected in the school's MFL curriculum.

(i) Planning

- Planning for MFL includes a curriculum overview which depicts the knowledge and skills which are taught both in Key Stage 1 and in Key Stage 2. This document informs planning which includes learning objectives and activities which will be covered in a half-term. When possible, links are made to other curriculum areas to allow children to make connections and deepen understanding.

(ii) Monitoring

- The Headteacher and other senior staff carry out lesson drop-ins, sample teacher planning, and have discussions with the MFL teacher and with children, so that as a school we can evaluate the quality of teaching and learning in French.
- The MFL Lead carries out ongoing Assessment, and evaluates pupil work weekly, and this contributes to the evaluation of French.

(iii) Special Educational Needs

Provision is made for pupils with SEND. Activities will be adapted when necessary to allow learners access. Pupil groupings, support and differentiated tasks allow for this differentiation.

(iv) Equal Opportunities

Provision for MFL is in line with all of our policies. All children have equal access to the MFL curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually.

(v) Health and Safety

All teachers are responsible for safety in their own lessons, in line with the school's Health and Safety policy. For any visits, risks assessments are completed and are evaluated after the visit.

- Policy reviewed & updated: September 2024
- Next Review: September 2026

Clair Blackett - MFL Coordinator