

# Snaith Primary School



Modern Foreign Languages Policy

### Intent:

At Snaith Primary School, we aim for all children to have a love of languages and a desire to explore and respect other cultures and countries. This will allow the children to explore their own cultural identities and those of others.

At Snaith Primary School, we aim to provide all children with a firm foundation in the five elements of the French curriculum (speaking, listening, reading, writing and grammar) so that they can use and apply their new-found skills. This will allow them to communicate with enthusiasm, confidence and independence in order to enjoy language learning with pride and a sense of achievement.

At Snaith Primary School, our aim is to fulfil the requirements of the National Curriculum for MFL. We will achieve this by providing a fully inclusive MFL curriculum which allows children of all abilities to shine through a progressively challenging French curriculum from Foundation Stage through to Year Six.

## Implementation:

In Key Stage Two, we teach languages using the iLanguages scheme of work supplemented by the 'Take 10' phonics approach.

In the first instance (2019/20) all year groups in Key Stage Two will follow the curriculum for Year Three to ensure that all children have a firm foundation in their learning.

From 2020/21 the curriculum will be rolled out a year at a time as the children progress through school.

In Key Stage One, the children will be exposed to the French language at an age appropriate level through:

- simple greetings,
- appropriate responses to simple instructions and commands
- songs (for example Tête, épaules, genoux et pieds - Heads, shoulders, knees and toes)
- Numbers to 20
- Days of the week,
- Month of the year,
- Colours
- 'Happy Birthday' song
- 'Happy Christmas' greeting

In the Early Years Foundation Stage, the children will be exposed to the French language at an age appropriate level through:

- simple greetings,
- songs (for example Tête, épaules, genoux et pieds - Heads, shoulders, knees and toes)
- simple counting songs in French

We will equip children with the knowledge and skills needed to communicate effectively when using another language:

### Listening:

Through listening to a range of songs, rhymes, poems and familiar stories the children will:

- Understand the main points, keywords and phrases.
- Identify and apply knowledge of letter sounds to help understand new words and phrases.
- Listen to familiar words and be able to write accurately.

### Reading:

The children will:

- Read and understand familiar words, phrases and texts.
- Work out meaning of new language using visual and contextual cues and prior knowledge of words.
- Use a variety of tools including word lists and dictionaries to find meanings of new words.

### Speaking:

The children will:

- Use phonic knowledge to read words, short phrases and sentences aloud with an understandable pronunciation.
- Ask and answer questions on familiar topics.
- Produce phrases and simple sentences within familiar topics using good pronunciation.

### Writing:

The children will:

- Write single words, phrases, sentences and texts from memory from familiar topics with understandable spelling.
- Use dictionaries, model texts and writing frames to write understandable phrases and sentences with increasing accuracy.
- Edit and redraft given phrases, sentences and short texts with improving accuracy.

### Grammar:

The children will understand that language has a structure, and that this structure differs from one language to another. This includes the use of:

1. High-frequency verb forms, nouns, articles and adjectives to form simple sentences.
2. Gender and articles (singular and plural), showing knowledge of the patterns learnt.
3. The verbs 'to be' and 'to have' in several different contexts.
4. Subordinating connectives (if, because) and some may be able to use 'which'.

### Phonic approach

At Snaith Primary School we use a systematic synthetic phonics programme to teach children how to spell and read English. Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

French, like English, has complicated patterns of pronunciation and spelling. Children often find it difficult to read aloud and to spell with confidence. Therefore, it makes sense to learn to pronounce and spell French in a similar way to English hence why we use a phonics programme to supplement the teaching of French. The aim is for learners to become confident, independent listeners, speakers, readers and writers. Systematic teaching of the sound/spelling system of a language can play a key role in achieving that end, alongside a rich curriculum of other elements of language.

## Impact

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression.

We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work in.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's work is shared which also provides the opportunity for teachers to share their pupils' work.

### Assessment for progression:

Assessment is carried out using the FLiC system throughout school. FLiC allows teachers to continuously assess children in French across different skills, corresponding with the National Curriculum. We provide ambitious expectations to ensure that all children are challenged in order to develop their skills and knowledge in each unit - to ensure that they are increasingly challenged throughout.

Children demonstrate their ability in French in a variety of ways. Teachers will continually assess children's work by making informal judgements during observation in each French lesson of skills related to listening, reading, speaking, writing and grammar where applicable.

On completion of a piece of work the teacher will mark and comment as necessary.

Children are encouraged to take part in a range of self-assessment and evaluation activities such as peer marking and the use of talk partners.

Summative assessment will be completed by class teachers, taking into account the children's ability in each of the five areas (listening, reading, speaking, writing and grammar).

### Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.