



MFL Policy

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It is a statutory requirement for all children in Key Stage 2 to learn a language other than English. At Rattlesden, we have implemented the teaching of French.

Intent

It is our intent at Rattlesden Primary Academy to provide all our children with a high-quality, enjoyable and challenging education in Modern Foreign Languages (MFL), which develops their love of learning and genuine interest and curiosity about other languages and cultures and helps provide them with an understanding of the world and a desire to continue their language learning beyond KS2. We want our pupils to know how important languages will be in their future.

We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures. Although our current MFL taught is French, we strive to provide children with opportunities to experience a range of other languages and cultures and celebrate the diversity of our community and the languages they speak.

All pupils at Rattlesden will be expected to achieve their full potential throughout their time with us. The ultimate aim is that pupils will feel confident engaging in spoken French, develop and embed the essential skills in reading, listening and writing and apply grammar rules in all these areas.

We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own culture and language and those of others, which feeds into our whole school values of RESPECT where many religions and cultures are represented.

Implementation

Children develop their love of language learning and develop confidence, knowledge and skills throughout their time in KS2 through a well-planned and progressive curriculum, taught in blocks, using our scheme of work, 'Kapow'. Our French curriculum has a focus on **speaking, listening, reading** and **writing** skills, as well as making children aware of and able to use **grammatical features** of the French language. Teachers follow the sequence of lessons from this scheme of work, covering a wide variety of topics and themes and adapted to suit our pupils,

providing support and challenge where needed. In addition to this, in each year group, there is a set of key language which will be practiced on a regular basis, such as numbers, days of the week, months of the year and weather.

Key vocabulary is displayed in each classroom to serve as a reminder to the children, which includes vocabulary they will use on a regular basis as well as the vocabulary linked to the particular topic they are learning. Each child also has a vocabulary book which they start in Year 3 and keep until the end of Year 6 where they keep this key vocabulary to use in independent work.

We use role-play, games (included website-based games), stories, songs and rhymes in French to enhance the teaching, put their learning into context, develop vocabulary and phonetic skills and make language learning more enjoyable. The 'Kapow' scheme of work uses ICT to make our language learning interactive, visual and engaging for the children. We also use well-known stories written in French in each year group in order for the children to make links with and extend the skills and knowledge they have learnt and make learning meaningful. We work with our partnership schools to ensure a progressive and shared approach to teaching languages.

At Rattlesden Primary Academy, the children develop their **intercultural understanding** and appreciation of diversity through whole school celebrations of world festivals and events, including European Day of Languages, through class activities, displays, collective worship and charity events. In addition to this, the children are taught about various aspects of different cultures as part of the planned language curriculum, to ensure the children are taught about a variety of aspects of different cultures. We also have a link with a French school, which allows the children to not only read and write for a real purpose, it also allows them to explore the cultural differences between the two schools. Each year, children in Year 6 hold a French café, which the whole school attends. The children are encouraged to speak in French and key vocabulary is practiced beforehand. This allows for the children to practice their oracy skills, put their learning into a real-life situation and introduce our key stage one children to language learning in a fun way.

Although languages are not formally taught to children in key stage one, children are exposed and introduced to different languages and cultures through whole school celebrations, songs, our French café and saying the register in different languages.

National Curriculum Objectives

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of languages through songs and rhymes and link to 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 simple writing.
- 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
- Describe people, places and things and actions orally and in writing
- 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.
- Use familiar vocabulary in phrases and simple writing.
- Describe people, places and 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 to build sentences and how these differ from or are similar to English
- Provide an opening to other cultures. Foster curiosity and deepen understanding of the world

Curriculum Organisation

MFL will be taught in line with our *Curriculum Policy*. All members of staff teaching languages must ensure they are familiar with this policy.

It is the responsibility of the MFL subject leader to ensure the planning provides continuity and progression throughout the school and beyond into KS3 in all areas, including reading, writing and speaking and listening. The subject leader will provide and update long term plans and ensure all teaching staff is familiar with this document.

It is the responsibility of Key Stage 2 class teachers to use the long-term plans provided and plans on KAPOW to plan and deliver a sequence of appropriate and engaging language lessons that meet the requirements set out in the documents provided and ensure progression. In some cases this may be a Higher Teaching Assistant (in this case the class teacher is responsible for overseeing the planning and delivery of the lessons).

Resources

- Recommended resources, including songs, stories and recommended web sites are available on the school Google Drive in the folder 'School Documents'.
- A small set of French dictionaries are available in each Key Stage 2 classroom.
- Laptops and ipads can be used to support learning.
- The school pays a yearly subscription to KAPOW for teachers to use to support their planning and delivery of our MFL curriculum.
- It is the responsibility of the MFL subject leader to monitor, review, update and order resources.
- Displays are used in each classroom and across the school to support the learning of languages and to celebrate diversity.

Inclusion

At Rattlesden we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to

safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Impact

The implementation of our curriculum results in a fun, engaging, and high-quality MFL curriculum and ensures when children leave Rattlesden, they have developed the key language learning skills of speaking, listening, reading and writing; developed an awareness that language has structure and how language learning can be applied to other languages; as well as fostering a love of languages, desire to continue language learning beyond KS2 and develop a deeper understanding of other cultures.

The quality of children's learning and evidence of progression is captured and monitored through the children's French books as well as pupil perceptions. The children's French books move with pupils from year 3 to year 6 so that previous learning is accessible to all and ensures there is progression of skills and knowledge as the children move through key stage two. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through Rattlesden.

Teachers assess the children's learning against intended outcomes from our progression document which is differentiated into each year group, to inform future planning, ensure all pupils make good progress and to inform end of year academic levels.

Recording, Assessment and Reporting

Assessment of MFL should be in line with the school's *Assessment Policy* and staff should make themselves familiar with this. It is the responsibility of the MFL subject leader to support staff with the assessment of Languages.

It is the responsibility of the class teacher to ensure they are using an effective assessment within their class to identify the level the children are working at and to provide next steps to ensure progression and report to parents.

Monitoring and Review

It is the responsibility of the MFL subject leader to monitor planning, teaching and assessment; to ensure high quality, inclusive, progressive language teaching and learning; to keep up to date with local and national initiatives; liaise with pyramid schools; ensure all staff teaching languages are confident; identify the needs of staff and organise support and INSET; develop the curriculum; review and update MFL policy.