



Golden Valley Primary School Guidelines for Modern Foreign Languages. (French)

Intent

In line with the 2014 National Curriculum for Modern Foreign Languages, our aim is to provide high-quality language skills and a curiosity to learn about, and understand, different cultures. 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.

At Golden Valley, we will ensure 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.

Our intent is that...

- Children will develop confidence in speaking in another language and curiosity about different cultures.
- Children will acquire a growing vocabulary and develop skills to write in another language.

Role of the Subject Leader.

The Modern Foreign Languages Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year.

For KS2 pupils, the MFL subject leader will monitor end of unit assessment tasks, breadth of coverage and progression of skills. They will use their annual action plan to identify areas for development and record successes and strengths throughout the school. They will model lessons and support with planning, as appropriate, and identify up to date training opportunities for individuals or whole-staff, where possible.

For EYFS and KS1, the MFL subject leader will advise teachers of age-appropriate resources and ways to weave language acquisition through the EYFS and KS1 curriculum.

Implementation

Teaching and Learning.

At Golden Valley, we recognise that language learning in its broadest sense has three core strands: oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in future when studying another foreign language.

The core language learnt is French, but there will also be opportunities to engage and immerse the children in a range of other languages and cultures through specific language days or weeks. We use the core scheme of Rising Stars for KS2 pupils as a basis for teachers to plan from. Although there is no formal expectation to teach MFL to EYFS and KS1 pupils, where opportunities arise, children will be exposed to songs, vocabulary and simple phrases.

We use a variety of techniques to encourage the children to engage actively when learning French. These include: games, role-play and songs (particularly action songs.) We will actively encourage native speakers into classrooms and listen to recordings in order to expose the children to more than one voice in the foreign language taught, but also in a wider range of languages. We frequently



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use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the languages without the need for translation.

Throughout KS2, MFL is discretely taught using a blocked curriculum approach which can be seen on the whole school MFL overview. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their MFL topics. Additionally, across the whole school, language skills will be rehearsed and practised on a frequent and ad-hoc basis throughout a school day and across a week to ensure new vocabulary and phrases are committed to long-term memory.

The MFL subject leader and curriculum lead work together to co-ordinate and support the development of MFL throughout the school. It remains the responsibility of each teacher to deliver appropriate MFL activities and to monitor and record pupil progress in MFL. Teachers' own use of technology in lessons is also an essential tool for the preparation of engaging, fast moving, motivating lessons for pupils and the MFL subject leader will keep teachers up to date on the latest uses of technology for teaching MFL.

Planning and Resources.

Planning: Rising Stars French.

Teachers use Rising Stars French as a starting point for the planning of their French lessons, which are often linked to other curriculum subjects. Knowledge and skills are mapped across each unit and year group to ensure systematic progression. Teachers then further adapt the outline planning to meet the needs of the class. The programmes of study are divided into four areas of learning: Speaking, Listening, Reading and Writing and through these to understand basic grammar, including: feminine, masculine and the conjugation of high frequency verbs. The scheme supports clear progression of skills from Year 3 to Year 6. Teachers of all levels of experience are supported by the scheme and detailed step by step planning.

Resources.

Rising Stars French provides a range of resources including: animated clips, flash-cards, activity sheets, songs and a dictionary. It has an extensive bank of images and native audio clips to expose the children to a range of authentic French speakers.

Teachers can also access a range of other resources which are stored on the shared drive.

The children will have broad experiences in each KS2 year group and the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills and vocabulary being taught, thus ensuring that learning is built upon.

Equal Opportunities and Inclusion.

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. French is taught to all KS2 children. In EYFS and KS1, opportunities for vocabulary development and learning about different cultures are seized when children initiate discussion. All staff members follow the equal opportunities policy. Resources for children with SEND and children



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who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately.

All KS2 children have the right to access the MFL curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Where appropriate, additional technology is used to support children with SEND on a one to one basis. Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Parents and Carers.

Parents/carers are encouraged to inform the school about the languages they speak and these can be added to the list of languages celebrated throughout the school. Parental/carer involvement is highly encouraged, for example involving a parent in the delivery of lessons/clubs or events. Parents will be informed through termly information sheets what the unit of French being taught will be, to maximise opportunities for continuing the conversation at home.

Impact

Our approach to the MFL curriculum results in a fun, engaging, and high-quality education. Pupils share and orally evaluate their own work as well as that of their peers. Evidence such as this is used to feed into teachers' future planning of lessons but also to incorporate elements into quick, daily rehearsal of vocabulary or phrases.

Much of the subject-specific knowledge developed in our MFL lessons equips pupils with experiences that will benefit them in secondary school, further education and future workplaces. Children will develop their knowledge of where different languages, including the range of home languages spoken by families of the school, as well as French, are spoken in the world. This ensures that languages are celebrated throughout the school community, whilst providing a context for language learning and to develop the children's understanding of different cultures.

The progression of skills and vocabulary is evidenced in the whole-school planning document. Teachers carefully track the coverage of each area of study and use forms of assessment to understand the impact of their teaching.

Formative Assessment

The children are assessed continually throughout the units of work with the teacher giving feedback orally, through marking and verbally.

Peer-assessment and discussion. Pupils work with a partner to rehearse, and help correct vocabulary, grammar and short phrases.

End of Unit task. Where appropriate, children will complete an end of unit written task, provided by the Rising Stars French scheme, to demonstrate learning from that unit.

Summative Assessment.

Teachers complete termly MFL assessment sheets specific to the unit taught. The MFL subject leader monitors assessments across the school, providing advice and support for teachers as appropriate.



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Evidence of children's work may be recorded in their curriculum files, although many areas will be evidenced through teacher observation during the lesson.

Version 2

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