



## **Leominster Primary School**

### **MFL Policy**

*At Leominster Primary School we believe that the learning of a foreign language provides valuable educational, social and cultural experiences for our pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own abilities and those of others.*

### **Purpose of Study**

For every pupil in Key Stage 2, Modern Foreign Languages is a statutory foundation subject.

*'Learning a foreign language is 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.'*

In accordance with the aims of the new National Curriculum introduced in September 2014, we aim, as a school, to ensure our children have the opportunity to:

- 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 learned;
- discover and develop an appreciation of a range of writing in the language studied.

### **Knowledge, skills and understanding**

The Attainment Targets outlined in the Programme of Study for Languages relate to: listening and speaking skills; reading and writing skills and knowledge about grammar.

## **Aims**

- to enrich learning for all pupils
- increase linguistic competence through regular timetabled MFL sessions
- exploit cultural links and experiences when opportunities arise
- promote positive attitudes to language learning through a range of learning activities
- develop listening skills and phonological awareness
- look towards opportunities for cross curricular links in year group planning

## **Speaking and Listening**

### **The children will:**

- encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening;
- develop their oral abilities at their own levels;
- develop listening and comprehension skills through a variety of means to;
- include both reciprocal and non-reciprocal situations;
- be able to express opinions, articulate feelings and formulate appropriate;
- responses to increasingly complex instructions and questions.

## **Reading**

### **The children will be given opportunities to:**

- read the majority of common phrases and words taught;
- read individual words, phrases, and sentences to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships;
- read stories, and extracts of stories, for enjoyment and to practise pronunciation and consolidate understanding through repetition in a wider context.

## **Writing**

### **The children will be given opportunities to:**

- experiment with the writing of simple words and phrases;
- write a sentence following a model but changing one or two words;
- create own sentences using support materials, eg. a sentence frame;
- write individual words and some basic phrases from memory.

## **Curriculum and School Organisation**

French is taught weekly in Years 3 to 6. Children are taught specific skills, concepts and vocabulary in a dedicated French lesson of approximately 30 minutes per week. The school aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

The teaching in KS2 is based on the guidance material in the CGP 'Salut' scheme of work of MFL and supplementary material. The teacher will use a variety of techniques to encourage the students to have an active engagement with MFL, including games, role-play and action songs. The scheme of work is separated into coverage for years 3/4 and years 5/6. Both include individual lesson plans and interactive whiteboard resources, which include an introduction to key vocabulary for each lesson, flashcards to support learning and games and songs to reinforce the learning objective. The 'Salut' scheme is organised into units of work; three core units, followed by multiple units which cover the day-to-day routines of the child, as well as their interests and home life.

### **'Incidental' French**

Foreign language is used as part of the day-to-day life of the school. For example, teachers use French to give simple classroom instructions ('listen'; 'look'), to ask questions ('what's today's date?') and to take the register etc. Children are encouraged to respond using the language they have learned using 'Salut' during allocated French lessons.

### **Assessment**

Opportunities to monitor the children's progress in MFL are built into our scheme of work. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different listening, speaking, reading and writing activities. Written activities are collated in each child's French folder. The progression of each child can be tracked on the 'class tracking' and recorded on the assessment sheets for each class. Assessment sheets are categorised into listening and responding; speaking; reading and responding; and writing. A judgement will be made for each of these, based on their overall understanding and how many of the objectives they have achieved. Either 'secure' understanding; 'within' understanding or 'entering' understanding. Teachers will track children's progress on class objective sheets. These sheets will then be passed on to the children's next class teacher at the end of the academic year and be given to the subject coordinators.

The expected attainment in speaking, listening, reading and writing for each year group is colour coded in the overview of the learning outcomes below and based on the National Curriculum's programme of study.

## **Inclusion**

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Mixed styles of pairing and grouping are used to optimal advantage depending on the activity. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

## **Resources**

The 'Salut' scheme of work is available on the school network. This includes printable resources for class work and teacher resources for tracking and assessment. All other resources (books, dictionaries) are stored centrally in the MFL cupboard on the second floor.

## **Staff Development**

The Modern Foreign Languages co-ordinator is available to update, inform and support staff as necessary. The coordinator will attend courses as appropriate and opportunities exist for members of staff to attend courses as part of their professional development where possible.

## **Management of the subject**

The Modern Foreign Languages co-ordinator is responsible for the overall planning, implementation, resourcing and updating of the subject and for staff development. Phase leaders and individual class teachers are responsible for the medium and short term planning and delivery of the subject in such a way as to meet the requirements of the National Curriculum.

**MFL Co-ordinator:** Maddy Rees

**Date of last Review:** Summer 2017

**Date of next Review:** Summer 2019



# Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

Listening, Speaking, Reading, Writing **L1a** statement

Stage 1 Outcomes (Year 3)

Stage 2 Outcomes (Year 4)

Stage 3 Outcomes (Year 5)

Stage 4 Outcomes (Year 6)

Pre-Statements	LISTENING	SPEAKING	READING	WRITING
a listen attentively to spoken language and show understanding by joining in and responding	L1a (i) I can understand some simple words and phrases.	S1a I can repeat simple words and phrases.		W1a I can write short, simple responses to spoken language using familiar words.
	L1a (ii) I can understand some simple instructions and follow them.			W2a I can write responses to spoken language using short phrases and simple sentences.
	L2a I can pick out familiar words and phrases from spoken sentences.			
	L3a I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.			
b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	L4a I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.			
	L1b (i) I can identify phonemes which are the same as, or different from, English phonemes.	S1b I can join in with simple songs and rhymes.	R1b (i) I can read and pronounce the most common letters and letter strings in French.	W2b I can use my knowledge of French phonics to help me spell familiar words.
	L1b (ii) I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.		R1b (ii) I can read and pronounce familiar written words accurately, using my knowledge of French phonics.	
c engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help			R3b I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.	
	L1c (i) I can recognise a question.	S1c (i) I can answer questions to give basic information using simple words and phrases.		W2c I can express my opinions using simple sentences.
	L1c (ii) I can understand simple questions and respond to them, e.g. by picking up an item.	S1c (ii) I can say that I don't understand, or ask for a question to be repeated.		W3c I can express my opinions using complex sentences.
	L1c (iii) I can recognise negatives.	S1c (iii) I can ask for help using polite language.		
		S1c (iv) I can ask and answer simple questions using short sentences.		
		S2c I can ask for simple opinions, and give my own, e.g. likes and dislikes.		
	S3c I can join in with a short, continuous conversation, including giving simple opinions.			

Curriculum coverage: listening, speaking, reading and writing (Years 3-6).

PoS Statements	LISTENING	SPEAKING	READING	WRITING	
d speak in sentences, using familiar vocabulary, phrases and basic language structures		S4c I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.			
		S1d I can repeat some simple sentences from memory.			
		S2d I can say several sentences from memory.			
		S3d I can adapt familiar sentences by changing a few words.			
		S4d I can use familiar words and sentence structures to construct new sentences.			
e develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		S1e I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.	R1e I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.		
		S2e I can say full sentences from memory, with accurate pronunciation, so that others can understand me.	R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.		
		S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.			
		S1f I can prepare and recite a few familiar sentences to my teacher.			
		S3f I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.			
f present ideas and information orally to a range of audiences		S4f I can develop a simple sketch or role-play and perform it to my class or an assembly.			
		S3f I can prepare a short talk on a familiar subject and present it clearly and confidently.			
		S1g I can give a spoken response to a simple written question.			R1g (i) I can recognise and understand some individual written words, and match them to pictures.
					R1g (ii) I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.
					R2g I can follow and understand a familiar written text, reading and listening at the same time.
g read carefully and show understanding of words, phrases and simple writing					

PoS Statements	LISTENING	SPEAKING	READING	WRITING
h appreciate stories, songs, poems and rhymes in the language	L1h I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.	S2h I can recite a simple finger rhyme or song from memory.	R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	W2h I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.
	L2h I can recognise familiar words and phrases in a spoken story or poem.	S3h I can sing familiar songs clearly and confidently, with accurate pronunciation.	R1h I can read a simple rhyme or poem, in chorus.	
	L3h I can understand the main points from a spoken story or poem, which contains some unfamiliar language.	R2h I can read a simple rhyme, song or story aloud to my class.	R3h I can read aloud a short story containing familiar language, clearly and with expression.	
	L4h I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.	R4h I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.	R3h I can read about a short story containing familiar language, clearly and with expression.	
i broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			R2i (i) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.	
			R2i (ii) I can use a bilingual dictionary to find the French translation of English words.	
j write phrases from memory, and adapt these to create new sentences, to express ideas clearly				W1j I can write some familiar words from memory.
				W2j (i) I can write some phrases and simple sentences from memory.
				W2j (ii) I can complete a written sentence by adding letters, words and phrases.
				W3j (i) I can write several sentences from memory.
				W3j (ii) I can adapt familiar written sentences by changing a few words.
				W4j (i) I can use familiar words and sentence structures to write new sentences.
			W4j (ii) I can write a short passage from memory, including longer or more complex sentences.	

	LISTENING	SPEAKING	READING	WRITING	
K describe people, places, things and actions orally and in writing		S1k (i) I can introduce myself, giving my name and age, using short, simple sentences.		W2k (i) I can write a few simple sentences about myself, including my name and age, from memory.	
		S1k (ii) I can use some numbers, colours and simple describing words in spoken sentences.		W2k (ii) I can write a few simple sentences to describe where I live, from memory.	
		S2k (i) I can say a few sentences to describe where I live.		W2k (iii) I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.	
		S2k (ii) I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.		W2k (iv) I can write a few simple sentences about other people, including my family and friends, from memory.	
		S2k (iii) I can give short descriptions of other people, including my family and friends.		W3k (i) I can write several sentences from memory to describe what other people do, or like doing.	
		S2k (iv) I can describe what other people do, or like doing.		W3k (ii) I can write several sentences from memory to describe a place, person or thing.	
L 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		S3k (ii) I can prepare and present a short talk about a place, person or thing.		W4k I can construct a short text to describe a place, person or thing, using more complex sentences.	
	This Programme of Study statement has been broken down into the following areas:				
		L2i I can identify the gender of a noun from its article in spoken French.	S1i I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.	R2i I can identify the gender of a French noun from its article.	W1i I can write some singular nouns with the correct article.
		L3i (i) I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.	S2i I can use the correct article most of the time to match the gender of the noun.	R3i (i) I can understand the difference between 'le'/'la' and 'un'/'une'.	W2i I can use the correct article most of the time to match the gender of the noun.
		L3i (ii) I can recognise and understand the difference between 'mon'/'ma'/'mes'.	S3i I can use either 'le'/'la' or 'un'/'une' appropriately.	R3i (ii) I can recognise the meaning of 'mon'/'ma'/'mes'.	W3i I can use the correct article to match the gender of a noun.



POS Statements	LISTENING	SPEAKING	READING	WRITING
m singular and plural forms	L1m I can recognise whether nouns are singular or plural, based on the article 'le/la/l'les'.	S4l I can use French articles confidently and accurately.		W4l I can use French articles confidently and accurately.
		S2m I can use either 'es' or 'es' with plural nouns.	R1m I can recognise whether nouns are singular or plural.	W4m I can write some regular French nouns in the singular and plural form.
n adjectives	L1n I can recognise some basic French adjectives.	S2n I can describe things using simple adjectives.	R3n I can recognise that adjectives' endings often change to match the noun they're describing.	W4n I can write the correct forms of some simple adjectives with a noun, using an example sentence.
		S1o I can talk about myself using some common verbs in the first person singular form.	R2o (i) I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.	W2o (i) I can use a model to write sentences in the first person.
o pronouns and the conjugation of high-frequency verbs	L2o I can recognise who is being talked about in a sentence from the pronoun.	S3o (i) I can use the third person singular form of the present tense to describe what others are doing, e.g. 'Ils/elles dansent'.	R2o (ii) I can recognise the first, second and third person singular forms of some common verbs in the present tense.	W2o (ii) I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.
		S3o (ii) I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'	R4o (i) I can recognise the 'vous/l's/'elles' forms of some common verbs in the present tense.	W3o I can write the correct form of some common verbs in the third person singular, e.g. 'Ils/elles a'.
p word order and patterns in the language	L2p I can recognise that the structure of some French sentences differs from English.	S4o (i) I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations.	R4o (ii) I can recognise that some verbs are irregular.	W4o (i) I can write the correct form of some irregular verbs in the first and third person singular.
		S4o (ii) I can talk about what I am going to do, using the future tense.	R4o (iii) I can understand the basic meanings of 'on' in French.	W4o (ii) I can write simple sentences using the future tense, with help.
		S4o (iii) I can talk about what I have done, using the past tense.	R4o (iv) I can identify the future tense.	W4o (iii) I can write simple sentences using the past tense, with help.
			R4o (v) I can recognise the past tense of some common verbs.	
p word order and patterns in the language	L2p I can recognise that the structure of some French sentences differs from English.	S2p I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.	R2p I can recognise common sentence and word order patterns in French.	W3p I can use some simple sentence structures that differ from English in my writing.
		S3p I can use what I have learnt about the structure of French sentences to build new ones using the same model.		W4p I can use the rules I know about building sentences in French to create new sentences using different vocabulary.