



# Baines' Endowed

Church of England Primary Academy

A member of **CDARI**

## **Baines' Endowed Church of England Primary Academy**

### **MFL Policy**

Our mission statement at Baines' Endowed Church of England Primary is:

*"With God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

### **Intent**

At Baines' Endowed we believe that a Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities may be carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Pupils will be encouraged to develop lifelong language learning skills that they will be able to access in future interactions. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity and acceptance within society.

At Baines' we use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout

the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

All pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Language teaching at Baines' will aim to provide opportunities for the children to:

- Be introduced to another language in a way that is enjoyable and fun
- Make young children aware that language has a structure, and that the structure differs from one language to another
- Help children develop their awareness of cultural differences in other countries
- Develop their speaking and listening skills
- Lay the foundations for future study

### **Implementation**

The teaching of MFL (French) occurs as a regular (weekly) lesson during Key Stage 2. The lessons are 30 minutes long and are taught by a qualified teacher. Lessons are delivered using the Language Angels scheme of work as a backbone for introducing the children to new vocabulary. Continuity and progression has been planned for within this scheme of work. Pupils are introduced to new vocabulary and learn to apply it through basic conversation. Repetition in a variety of ways supports them to retain the vocabulary.

The key elements of modern foreign languages learning at Baines' Endowed are:

- it is inclusive
- it is taught as a coherent programme from Year 3 to Year 6
- it is part of a broader curriculum involving language and culture
- it is expected that pupils reach recognised levels of achievement

**Cross-curricular links** - opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through;

- Literacy - speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction.
- Maths - counting, calculations, money, the time and the date.
- Music - learning traditional and modern European songs.
- PSHE - international or multicultural work, for example celebration of festivals.
- Geography, history of the world and aspects of art and science - studying the work of famous painters, architects and scientists.
- PE - children learning traditional French dancing.

We will teach French to all children, whatever their ability. French will form part of the school curriculum and will aim to provide a broad and balanced education to all children. Through our French teaching, we will provide learning opportunities that enable all pupils to make progress. We will do this by setting suitable learning challenges and responding to children's different needs.

Language Angels resources are categorised by '**Teaching Type**' to ensure the appropriate level of challenge and stretch.

**Early Language** units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning.

**Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.

**Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their

foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. A **Progression Map** and **Grammar Grid** ensures all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- Starting with **nouns and articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- Moving on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- Ending with **opinions** and introducing the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses **within** each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels 'Teaching Type'. **It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'**.

A long term (annual) **unit planner** is in place to ensure substantial progress and learning is achieved. Each unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will incorporate stretch and differentiation.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.

- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

**Pupil learning and progression** will be assessed at the end of each unit (term).

### Impact

Pupils will be assessed on their ability to listen to and respond to basic conversational French. They will also be assessed on their ability to read and write basic French. Assessments will be made informally through;

- teacher observation
- discussion with pupils
- work sampling
- classroom observation
- end of unit assessments

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each unit. This information will be recorded and will be monitored (using the tracking and progression tool) by the Modern Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to give feedback on progress to SLT and stakeholders.

### Review

*Policy to be reviewed August 2023 by Miss N Sawyer (MFL Subject Lead)*

*signed ..... date ..... Subject Lead*

*signed ..... date ..... Chair of Governors*