



Edisford Primary School

Confidence. Persistence. Getting Along. Organisation. Resilience.

MFL – French Policy

School Vision

Edisford Primary School seeks to broaden children's experiences, ensuring that they build personal characteristics alongside strong academic progress. We do this through a first-hand learning approach wherever possible, with children learning key characteristics for success, as well as teaching the core skills and knowledge associated with each subject.

MFL – French Intent

At Edisford we have chosen French as our modern foreign language to be taught throughout Key Stage 2. French is our MFL of choice because our subject leader is a fluent French speaker after living in the country for many years and several other members of staff also have a good working knowledge of the language. The skills, knowledge and understanding gained through learning a foreign language contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others. At Edisford, we feel that exposing children to a foreign language early on can only be beneficial as it plays to their natural curiosity, enthusiasm and willingness to 'have a go'. We also believe that the early acquisition of French will facilitate the understanding and learning of other foreign languages later in life. We prepare children for the KS3 language curriculum, enabling them to transfer to secondary school confidently and successfully.

French is taught across Key Stage 2 and Year 2 pupils are also given an introduction to the language through the Flair for French badge. Children in EYFS are introduced to the French culture and some initial vocabulary through their Sunshine & Seaside topic.

Our scheme of work has been developed according to the National Curriculum and provides clear progression for the development of speaking, listening, reading, writing and vocabulary acquisition. Teaching staff are provided with resources to support the teaching of French.

Teachers use a variety of the following techniques to encourage children to have an active engagement with French:

- Action songs and rhymes – to develop phonetic/memory skills and vocabulary.
- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to authentic situations the children may find themselves in the future.
- Reading and writing quality materials.
- Listening to stories in French.

We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

Implementation

Children in Year 2 receive an introduction to the French language and culture during their Flair for French badge (8 lessons).

From Year 3 to Year 6, children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games. Each KS2 year group studies French during three half terms of the year, with each half term being broken down into a sequence of six lessons. Content is revisited to embed vocabulary and ensure retention.

Our teaching is broken down into the following categories:

- Listening
- Speaking and Pronunciation
- Reading and Writing
- Grammar
- Cultural Awareness

French is taught as a discrete subject, weekly during three half terms. However, opportunities are taken through the school day to 'pepper' in vocabulary, e.g. using a range of greetings during register time.

Rationale

At Edisford, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of

spoken and written language and lays the foundations for further foreign language teaching at KS3.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures for all pupils, including those with SEND and those who are disadvantaged. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Our 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. It also provides 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. Our MFL lessons also draw on the Edisford ethos of 'enjoyment, charisma and memories'.

French Learning Progression

Our French Progression of Learning show the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2. Through this progression, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines wherever possible. Topics will link with other areas of the curriculum, where links are obvious and relevant to language learning. The curriculum provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is mainly on developing listening and oral skills, before incorporating written French in Year 4 and beyond. The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Children with SEND study French with appropriate differentiation, allowing them to access a broad curriculum with diverse learning opportunities.

Subject Monitoring

French is monitored each term by the subject leader. Any gaps in learning and continuous professional development for staff are identified and action is taken e.g. further training for staff.

Autumn term: Observations of teaching/pupil interviews to assess knowledge gained.

Spring term: Work scrutiny and pupil interviews.

Summer term: Work scrutiny and pupil interviews.

These are performed by the subject leader. This is fed back in SLT and staff meetings in a model of continuous improvement.

Assessment

French is assessed at two points in the year:

- Mid-point (End of Spring first half term)
- End-point (End of the Summer second half term)

Children are assessed informally during lessons in order to evaluate what they have learned. Teachers also use statements for an expected standard at each assessment point in the year. Teachers assess each unit taught at the mid-point and use this to inform the end-point assessment.

Assessment is in four key areas:

- listening and responding;
- speaking;
- reading and responding
- writing

Continuous Professional Development

Training is given by the subject leader and the SLT through discussions and coaching in staff meetings. Teachers scrutinise their own books during assessments and moderate with other teachers. SLT learning walks, subject leader observations and work scrutiny hone the teaching of French.

Policy reviewed in September 2023.