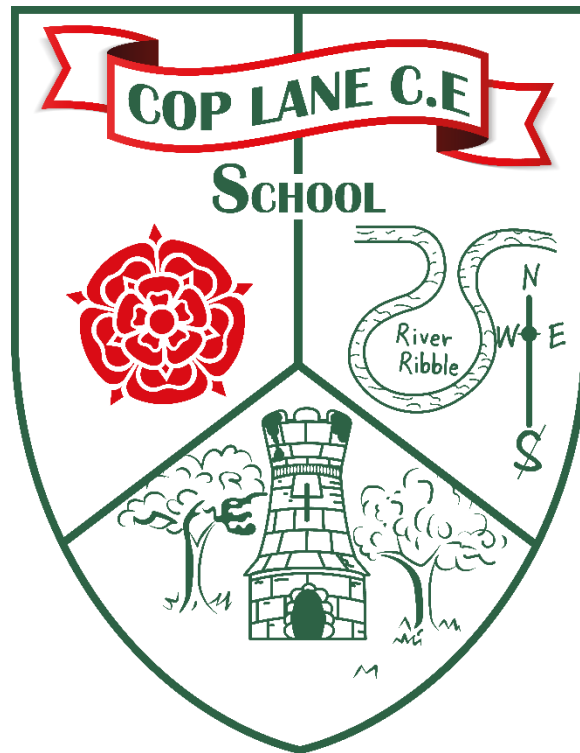


# Cop Lane C.E. Primary School



## Modern Foreign Languages Policy April 2023

**A welcoming Christian community, committed to one another, giving our very best at all times.**

### Our Distinctive Christian Vision

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instil a lifelong of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

*'I can do all things through Christ who strengthens me'. Philipians 4:13*

<b>MFL POLICY</b>	<b>Cop Lane C of E Primary School</b>
<b>LANGUAGE</b>	<b>KS1 / KS2 French</b>
<b>LESSONS DELIVERED BY</b>	<b>L Hastewell – a specialist language teacher</b>

## Rationale for Teaching Languages at KS2

- 1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. From the year 2014, the Government stated that all KS2 children were to learn a language other than English. At Cop Lane Cof E Primary School, we believe strongly in the benefit of this and have therefore implemented the teaching of French for children in years 1-6 from September 2010.
  
2. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
  
3. **Language learning stimulates children's creativity.** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make, design and create things, take the role of the teacher and experiment creatively with language.
  
4. **Language learning supports oracy and literacy.** Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

5. **Language learning leads to gains across the curriculum.** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, history, science, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning, they are also learning how to learn.
6. **Language learning supports and celebrates the international dimension.** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.
7. Our **aims** of teaching MFL are for children to:
  - foster an interest in learning another language;
  - become aware that language has a structure, and that this structure differs from one language to another;
  - develop speaking and listening skills.
  - gain enjoyment, pride and a sense of achievement;
  - explore and apply strategies to improve their learning;
  - explore their own cultural identities and those of others.

Teaching and learning styles and procedures.

### **Intent**

8. Cop Lane Cof E Primary School uses 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.
9. The intent is that all 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.

10. 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.
11. The intent is that 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.

### **Implementation**

12. All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS1 and KS2 which will be taught by Mrs Hastewell.
13. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Mrs Hastewell will know where every child is at any point in their foreign language learning journey.

14. The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.
15. Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.
16. 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.
17. Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.
18. 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. Teachers are provided with a Progression Map and Grammar Grid (downloadable from the “Curriculum Guidance” area of the Language Angels website) to ensure 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:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
  - We move 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.
  - We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.
19. 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.
20. 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’.
21. The school has a unit planner in place which will serve as an overall ‘teaching map’ outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching 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 be offered will three levels of 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.
22. Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.
23. Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

## **Impact**

24. As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level

of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

25. Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.
26. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.
27. Mrs Hastewell will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.
28. 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.

29. 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 6-week teaching unit. This information will be recorded and will be monitored by Mrs Hastewell, the 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 feedback on progress to SLT. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.
30. Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.
31. If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

Lesson Content:

The French lessons will include:

- a. learning French vocabulary
- b. learning French phonics
- c. asking and answering questions
- d. teaching of basic French grammar and spelling patterns
- e. playing games and learning songs
- f. using bilingual dictionaries
- g. using language that has been taught in role play situations
- h. researching and learning about life in France.
- i. Using ICT and relevant Ipad applications.
- j. Listening to native French speakers and copying correct pronunciation

- k. beginning to write phrases and sentences
- l. manipulating language in written forms
- m. learning about France and French speaking countries

#### MFL curriculum planning

- 32. MFL teaching became a statutory National Curriculum requirement for KS2 children from September 2014. We will use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL.
- 33. Lessons will be planned based on the Language Angels scheme of work and these will, wherever possible, link with other areas of the curriculum, where links are obvious and relevant to language learning.
- 34. Our yearly plan, which we will also base on the Framework, gives details of the main teaching themes for each term and year group. This plan defines which topic we teach, and ensures an appropriate balance and distribution of work across each term. This may change if one off events arise, ie, world cup, Olympics etc.
- 35. Mrs Hastewell completes a weekly (short-term) plan for the teaching of each French lesson which shows, in detail, the activities and focus of the lessons.

#### MFL and Inclusion

- 36. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all children in years 1-6, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.
- 37. We must also be made aware that some children are removed from MFL classes on a regular basis, in order to make time for other needs: IEPs, focused learning, booster groups etc.

#### Links outside school

38. We try to give children the opportunity to access activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

#### Assessment for learning

39. Teachers assess children's work in MFL in two phases. Children are to self assess their work, based on success criteria relating to the learning objective for the lesson.  
Set pieces of work will be closely assessed by Mrs Hastewell and marked accordingly.
40. Assessments are based on the Progression Statements and Learning Objectives from the Key Stage 2 Framework for languages . These are divided into four main areas, by Year Group: Oracy, Literacy, reading and listening.
41. This policy will be reviewed at least every 4 years.