



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

MFL (French) at Rokeby Primary School

Author and Leader: Vicky Allan

Contents

1	Subject Statement
3	Assessment
3	Planning and Resources
4	Teaching and Learning in Key Stage Two
5	Gifted and Talented pupils
6	Role of the Subject Leader
7	Spiritual, Moral, Social and Cultural Development in MfL
8	Parents/Carers
9	Safeguarding in MfL
10	Supporting Children with SEND (Special Educational Needs and Disabilities) in MfL

1. Subject statement

Intent

Rokeby intends to 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.

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.

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.

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

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 Key Stage 2.

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.

All teachers will know where every child is at any point in their foreign language learning journey.

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.

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.

Early Language units are entry level units and are most appropriate for 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.

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.

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.

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'.

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. These may be sent home as homework if not completed in class.
- 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.

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.

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

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.

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.

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.

Teachers 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.

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 6-week teaching unit. 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.

Children are expected to make good or better than good progress in their foreign language learning.

2. Assessment

Assessment for learning:

- At the start of new learning/topics teachers will look at previous learning and topics completed by the children or last year's area of learning to understand children's prior learning and attainment.
- As well as introducing new grammatical knowledge that is required for the learning.

Assessment of Learning:

- Children receive feedback on their linguistic skills both verbally and in their books, through written and verbal feedback, as per our Marking and Feedback Policy (appendix 1).
- Through self and peer verbal assessments
- Teachers annotate their planning, at the end of each lesson and assesses which children were WTS, EXS and GDS for each lesson. This is copied for the subject leader to analyse, each half-term.

3. Planning and Resources

Our MFL curriculum is based upon a collaboration of the National Curriculum 2014 and Language Angels. The progressive learning objectives are set by the subject leader and the class teacher then uses their own skills, resources and CPD knowledge from Language Angels to plan and deliver lessons that achieve these objectives. Throughout KS2 the children develop key language learning skills in; listening, speaking, reading and writing with the necessary grammar in French to become confident in a second language.

We use Language Angels as our main hub for resources, songs, texts, correct pronunciations of vocabulary to support the teaching and learning in the classroom. Each year group has specific WALT's in the areas of listening, speaking, reading, writing and grammatical knowledge with the yearly overview developing early language skills, intermediate language skills and progressive language skills. Class teachers indicate on their short-term planning what resources and equipment they will be using for the learning.

4. Teaching and Learning- Key Stage Two

MFL French is taught weekly throughout the year as a stand-alone subject using the progressive WALTs and the yearly overview which builds on the children's linguistic skills through developing early language skills, intermediate language skills and progressive language skills.

Teachers make assessments at the end of every lesson and this informs future planning and next steps in learning through differentiation, challenge and careful monitoring of progress.

During this time, teachers make it clear to children that it is a language lesson and for this learning they will become 'linguists' in French.

Children are given opportunities throughout the year for collaborative peer work, cookery using traditional French foods, language celebration assemblies for parents, and a French themed day to enhance their French language skills.

5. Gifted and Talented Pupils

Children may be gifted and talented in a specific area or in all areas of MFL showing 'Positive curiosity' and 'in-depth interest' into language and linguistic learning. Teachers make assessments at the end of every lesson and this informs future planning and next steps in learning for those children who show these gifted and talented skills within MFL, ensuring they can thrive by encouraging them to develop their creativity, technical and linguistic expertise through the progressive language topics.

6. The Role of the Subject Leader

The main role of the MFL subject leader is to inspire children and staff to inspire and excite our children and staff in a wide variety of topics and themes in French

The subject leader will:

- Promote MFL through high-quality displays around the school.
- Ensure Continuous Professional Development (CPD) for all teaching staff, sharing expertise to take back into class.
- Carry out learning walks and lesson observations and work with teaching staff to identify strengths and weaknesses.
- Carry out monitoring of children's books and speaking with children about their linguistic skills
- Monitor progress through teacher's annotated planning and half termly tracking grids for children showing WTS, EXS and GDS.
- Organise, audit and purchase MFL resources, and ensure resources are current
- Attend network meetings for MFL leaders from other schools, within the Stowe Valley Multi Academy Trust.
- Share ideas for trips/visits/themed days with staff to enhance MFL throughout the school

7. SMSC

Spiritual:

French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves through the teaching of the names of emotions in French. Children know how to ask their peers how they are feeling and know a range of responses.

Moral:

Children are taught an accurate and understanding of another culture. Children learn about 'Bastille Day' in Year 3, during the 'French Cultural Lessons' unit and the reasons why this is important to so many people in France and the other countries that celebrate it.

Social:

French supports social development by encouraging a collaborative approach to learning. Children regularly converse in French and share information about themselves, such as their favourite colour or when their birthday is. Children learn the skill of communication, in different ways. They explore different social conventions e.g forms of address.

Cultural:

French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Children are taught to appreciate the language and customs of others. When children start learning French in Year 3, children are introduced to France and learn the names of major cities and landmarks.

Children are taught about major festivals and events in France, for example 'Le Carnaval De Nice'.

8. Parents/ Carers

We aim to involve our parents and carers in many different parts of school life. We involve our parents and carers in MFL by:

- Each half-term, parents are invited into school, to take part in a cross-curricular shared learning event with their child.
- An annual report is sent home, indicating current attainment and progress in MFL.
- Parents evenings are held twice a year and give parents/carers the opportunity to discuss their child's progress.
- Parents/Carers can communicate with their child's teacher on Class Dojo, if they need any support with their child's learning and to share with them any resources that the class may need to try and bring in for their themed day.

9. Safeguarding in MFL

Children are given the opportunity to learn another language (French), which helps them to understand that places in the world are different, with one of those differences being the language that they speak. Children are also taught how to express their emotions in another language-this could give children who may not choose to express themselves in their first language as they do not feel comfortable, another channel to project how they are feeling.

10. Supporting Children with SEND (Special education needs and disabilities) in MFL

At Rokeby, we follow a scheme called Language Angels. Language Angels is carefully sequenced, and all lessons cater to the differing levels that children may be at. Each lesson has 3 levels of challenge, so the needs of children with SEN can be catered for. The lesson plans are repetitive, and vocabulary is constantly revisited throughout the units.

Lessons use a lot of visual cues and pictures when language is being taught. This allows children with SEN, who may be visual learners, a chance to make a connection between the vocabulary and the image. There are also lots of songs linked to the units, which incorporate the French vocabulary. This may help SEN learners, as it may support them in remembering and recalling the vocabulary.

