



## CORRIE PRIMARY & NURSERY SCHOOL – MFL POLICY

### **Mission Statement**

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

### **Aims and objectives**

Learning a language enriches the curriculum, providing excitement, enjoyment and challenges 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 oral and literary development 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. At Corrie, we aim to develop children's experience of language acquisition and encourage curiosity about languages.

### **The aims of MFL are 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

### **Our scheme**

We use Mr French from year 3 to year 6. The scheme makes children discover, play, sing, move, think and interact with each. The five skills of listening, understanding, speaking, writing and reading are intertwined throughout each unit. Audio sounds of the vocabulary are embedded throughout each lesson. Each week the children review what has previously been done so that they won't forget what they have learnt.

KS2 weekly French lessons can be split into listening, reading, oral and writing activities.

### **Lesson Content:**

Learning an additional language is a requirement for children within KS2 as part of the National Curriculum. Our chosen language is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources. In line with the 2014 National Curriculum for Languages, French lessons in KS2 are to include:

- Listening attentively to spoken language and show understanding by joining in and responding.

- The exploration of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking in sentences, using familiar vocabulary, phrases and basic language structures.
- Developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Presenting ideas and information orally to a range of audiences.
- Reading carefully and show understanding of words, phrases and simple writing
- Appreciation of stories, songs, poems and rhymes in the language.
- The broadening of their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a French dictionary.
- Writing phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describing people, places, things and actions orally and in writing.
- To 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.

### MFL curriculum planning:

Long term and medium term planning follows the objectives as set out in the British Council Languages Ladder. Mr French has organised the topics in the following way:

Age 7-8	Age 8-11	Age 8-9	Age 9-10	Age 10-11
Y3 (England + Wales)	Y4/Y5/Y6 <b>Beginners</b>	Y4 (England + Wales)	Y5 (England + Wales)	Y6 (England + Wales)
= Y4 (North. Ireland) P4 (Scotland) 2 <sup>nd</sup> Grade (USA + Canada)	= Y5/Y6/Y7 P5/P6/P7 3 <sup>rd</sup> -5 <sup>th</sup> Grade	= Y5 (North. Ireland) P5 (Scotland) 3 <sup>rd</sup> Grade (USA+ Canada)	= Y6 (North. Ireland) P6 (Scotland) 4 <sup>th</sup> Grade (USA+ Canada)	= Y7 (North. Ireland) P7 (Scotland) 5 <sup>th</sup> Grade (USA+ Canada)
France & its culture (1 session) *	France & its culture (1 session) *	Review Y3 (2 sessions)	Review Y3 → Y4 (2-3 sessions)	Review Y3 → Y5 (3 sessions)
Greetings & Name (3 sessions) *	Greetings & Name (3 sessions) *	Pets (3 sessions) *	Emotions (3 sessions) *	The time (4 sessions)
Numbers 0-20 & Age (5 sessions) *	Numbers 0-20 & Age (4 sessions) *	At home (4 sessions) *	Body parts (4 sessions)	Daily Routine (4 sessions)
The French alphabet (3 sessions)	Colours (3 sessions) *	In the classroom (4 sessions)	At the doctor's (3 sessions)	Physical description (4 sessions)
Colours (3 sessions) *	Numbers 20-50 (3 sessions) *	Lunch at school (3 sessions)	Countries & cities (3 sessions) *	Clothes and colours (6 sessions)
Numbers 20-50 (3 sessions) *	The date & Birthday (4 sessions) *	School subjects (3 sessions)	Travel around the world (3 sessions)	Going shopping for clothes (3 sessions)
The date & Birthday (4 sessions) *	My family (3 sessions) *	Sports & Hobbies (4 sessions) *	Nationality (3 sessions) *	In the city & directions (5 sessions)
The very hungry Caterpillar (3 sessions)	Pets (3 sessions) *	The weather (3 sessions) *	Numbers 80-100 (3 sessions) *	Snacks & drinks at the café (4 sessions)
My family (3 sessions) *	Sports & hobbies (4 sessions) *	Numbers 50-80 (3 sessions) *	Euros (3 sessions) *	Occupations (3 sessions)
At the Farm (3 sessions)	The weather (3 sessions) *	Fruits & At the market (3 sessions)	At the supermarket (4 sessions)	Write a letter to a friend (2 sessions)

## **The Foundation Stage and KS1**

Although not a curriculum requirement in EYFS and KS1 children are exposed to languages throughout the year e.g. through World Culture Day. Through geography lessons children may be taught about cultural differences and languages that link to the place they are studying.

## **MFL and Inclusion**

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 is on enjoyment. At our school we will teach MFL to all children, 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, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

## **Assessment**

Teachers assess children's work in MFL throughout each lesson. Teachers complete progress ladders based on children's listening, speaking, reading and writing skills and these are passed up with them to the next teacher.

## **Teaching resources**

We use Mr French resources including PowerPoints, songs, audio clips, worksheets, word searches and games.

## **Monitoring and review**

It is the teacher's responsibility to plan, carry out and monitor the delivery of the MFL scheme of work. Other adults in the classroom may assist in the delivery of the curriculum and provide valuable assistance in group work. The MFL Subject Leader is responsible for supporting members of staff in all aspects of MFL, updating the resources and monitoring and evaluating the planning and assessment to ensure continuity and progression. The Head teacher and Governors play a vital role in encouraging good practice and ensuring the policy is adhered to. Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the SLT and Head teacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school.

## **Policy Review**

Policy date: Summer 2023

Policy review: Summer 2025

Subject coordinator: Jacqui Faulkner