



## Trimley St Mary Primary School - Modern Foreign Language Policy

The National Curriculum states that:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable 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 should also provide 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.

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

National Curriculum requirements for foreign language subject content at KS2:

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

### Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing 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

### Curriculum Intent

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To ensure pupils have learned:

- The knowledge and skills set out in the National Curriculum.
- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within MFL.



Curriculum Drivers - At the heart of Trimley St Mary School, lies clearly defined and understood “curriculum drivers” that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil’s experiences.

<u>Mastery Statement</u>	<b>Trimley St Mary School – Curriculum Drivers</b>		<u>The 8 Cs</u>
<u>Enrichment Policy</u>			<u>The Language of BAD</u>
<b><u>Community</u></b> Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local business and other agencies, we support, motivate and inspire all children to achieve and be successful in their own right.	<b><u>Initiative</u></b> We demonstrate that we can think for ourselves, take action when necessary and have the drive to achieve. We welcome the challenge of doing things without being asked, solve problems; we have the desire to continually learn and grow. We recognise the importance of leading our own learning, carrying out research, asking questions and seeking help when needed. We show resilience and determination and know that these skills will be essential in our next stages of education and the workplace.	<b><u>Mindfulness</u></b> As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. We work with children who may have struggled with difficult life events to help them re-engage with life and learning. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children’s awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	<b><u>Diversity</u></b> We serve to support the rounded development of children and promote diversity. We show support for diversity by talking with people to find out how best to include them and respect their beliefs. By valuing and respecting diversity, we encourage everyone to respect others’ right to their own beliefs, values and opinions. Children’s connection to diversity develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive identity for themselves, as well as supporting children’s sense of belonging and self-esteem. When their mental health and wellbeing is supported, so is their learning.

## Curriculum Implementation

### Sequence

Languages are a foundation subject in the National Curriculum. Our school uses the national curriculum objectives as a basis for planning foreign languages, alongside the Chris Quigley Essentials curriculum to foster raised expectations and planned opportunities for language mastery.

Year 1 learning introduces basic classroom instructions and greetings. Children learn to ask and answer questions on their name, age, siblings and birthday. They also learn the months of the year, days of the week and numbers to 100. This learning is repeated in Year 2, where children are challenged to converse with each other. New topics for Year 2 include learning phrases to describe the weather and vocabulary for colours.

In year 3, children revisit their learning of numbers, greetings, age and colours and begin to use these in written French. They learn about school instructions,

how to describe the contents of their school bags and then the names of parts of the body and how to describe their faces and hair. This learning involves using masculine and feminine forms of verbs and learning to use the verbs to be and to have. Year 4 learning includes communicating phrases to describe personality, family members, places in towns, giving and receiving directions and to discuss the weather. Children become increasingly proficient at using a bilingual dictionary and consider adjective agreement.

Year 5 learning includes communicating the time and detailing daily routines. Children discuss clothing and adjective agreement is revisited. Bilingual dictionaries are used and there is discussion of reflexive verbs. Children discuss their preference in school subjects using learning of -er verbs in the present tense. In year 6, phrases for discussing weather are revisited. Communication of different nationalities includes considering the gender of different countries and revisiting the verb to be. This learning is compared in discussions of where we live and contrasting types of location. Children also compare different types of houses and describe the inside of houses, including furniture, using prepositions.

Skills and learning are revisited from Years 1 to 6. This ensures children deepen their understanding of core learning as they practise and develop their fluency when speaking and then recording and accessing written information in an additional language. There are planned opportunities to develop an understanding of the culture of countries where French is spoken.

All children are encouraged to communicate to the best of their abilities. They have the chance to develop their own skills at their own level and are encouraged to strive towards greater fluency and understanding of French language and culture.

### Teaching and Learning

French lessons are taught fortnightly throughout Years 3 to 6. Teaching is from the same subject specialist across KS2. This continuity in instruction enables consistency in long and medium term planning. Lesson sequences are built and developed on known prior learning.

In Key Stages 1 and 2, spoken French is explicitly modelled and rehearsed. A variety of resources are used to ensure engagement in spoken tasks. Children are encouraged to practise their pronunciation through singing, paired and group work. Games, songs, speaking activities, reading and writing activities and listening for the gist are common activities. Writing progresses from French words in Year 3 to composing sentences in Year 6 with word mats available to support those less confident.

### SEND

Language opportunities are tailored to the needs of the children in the class or group. The teacher models activities as well as providing different levels of

support to those less able. Children are encouraged to rehearse with their peers before contributing to the wider class discussions. Activities are adapted to be inclusive of physical disabilities.

### Spiritual, Moral, Social and Cultural Development

When learning a foreign language, children are often expected to work collaboratively or provide feedback to each other in lessons. The emphasis, particularly in LKS2, is on verbal communication with opportunities for children to be active and engaged. Children are encouraged to share their thoughts on their learning and suggest improvements they could make, learning the skills and importance of reflection. We actively reinforce that we are all communicators, regardless of gender or ethnicity. At Trimley St Mary, we use learning about an additional language and culture as an opportunity to explicitly teach interest in and understanding of other parts of our world.

Across the year groups, children learn how festivals such as Christmas and important days including Mothers and Fathers days are typically celebrated in France. There is also celebration of the European Day of Languages.

#### We promote *spiritual* development by:-

- Exploring the beauty of languages from around the world.
- Exploring the way language is constructed.

#### We promote *moral* development by:-

- Using the Charis materials produced by the Stapleford Centre to explore moral and ethical issues in different languages ([www.staplefordcentre.org/bookshop](http://www.staplefordcentre.org/bookshop))
- Helping pupils to have an accurate and truthful understanding of another culture

#### We promote *social* development by:-

- Learning the skill of communicating in different ways.
- Exploring different social conventions e.g. forms of address.

#### We promote *cultural* development by:-

- Appreciating the language and customs of others.
- Exploring the literature and culture of other countries.
- Taking part in exchange visits or cultural occasions.

### Curriculum Impact

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#### Assessment and Recording

Teacher assessment of children's work in French is by making informal judgements against curriculum objectives at the end of each term. Concerns about children's progress can be discussed with the French lead in school and any interventions put in place. Pupils who show particular interest and skill in

the subject are given the opportunity to develop their skills further by signposting to appropriate local or online opportunities. Termly assessment grids are passed onto the French subject lead at the end of each term for analysis. This is used to inform targeted support as necessary. Effort grades are shared with parents as part of children's termly reports.

French work is recorded in multiple ways. It can be difficult to capture the spoken skill of each individual child. Written work is collated into French folders which are built upon throughout Key Stage 2.

### Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil perceptions is the responsibility of the Languages lead and the Head Teacher.

The work of the subject lead also involves being aware of any developments in the subject and providing a strategic lead and direction for the subject in the school. Governors are also involved in the monitoring of Languages across the school.