

Kingfisher Primary MFL Policy

Purpose

"Learning a foreign language 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 in England: Key stages 1 and 2 Framework Document. September 2013

Context:

Children at Kingfisher Primary School have been learning French since October 2023. The school is a two- form entry school with approximately 470 pupils. The first language of the majority of pupils in the school is English although the number of children for whom English is their second language is growing -currently standing at 161 children. First languages other than English spoken by Kingfisher families include Polish, Romanian, Turkish, Urdu, Hindi, Telugu, Albanian, Slovak, Kurdish, Arabic, Malayalam, Lithuanian, Latvian, Shona, Czech, Nepali, Russian, Sinhala, Tamil, Spanish and Punjabi.

Inclusion:

At Kingfisher Primary, we believe that all children, regardless of background or any additional needs, have the right to a good quality education. Through differentiation and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic differences. These skills can then be linked to and developed in other curriculum areas.

Rationale;

At Kingfisher Primary, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing. The children's knowledge of how language works, phonology and elements of grammar will also be developed and extended. The transferable language learning skills gained will assist and lay

foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Organisation:

The subject is led by the MFL lead and is included within the remit of the Literacy team. To ensure the language skills of staff are developed and sustained, the school are members of the Primary Languages Network. The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets.

Prior to Key Stage One, in FS1 and 2, there is no formal requirement for children to be taught French, although it is desirable for children to be exposed to some of the materials within the 'Let's begin' section of the PLN at key points throughout the year.

In Key Stage One, although there is still no formal requirement to learn French, children will be taught to listen to and speak simple French phrases through interactive games, songs and rhymes. The emphasis is on fun and enjoyment and teachers are able to select sequences of lessons from the interchangeable units contained within the 'Let's Explore' section of the PLN. 30-minute lessons take place each week with follow up game-style activities to be used at transition times as appropriate.

In Key Stage Two, MFL teaching and learning is compulsory and lessons in French take place weekly. It is intended that children from Year 3 to Year 6 build up their knowledge and skills by working through the language learning stages from Stage 1 initially to Stage 4.

The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

*At present, all children within KS2 from Year 3 to Year 6 are working through the Video2Teach lessons included within Stage 1 (Year 3) and Stage 2 (Years 4, 5 & 6) as French as a subject has only recently been introduced and all are new to the language. It is intended that, next year, all children currently within Year 3 will progress to Stage 2 as they enter Year 4 and that all children currently within Years 4 & 5 will progress to Stage 3. So, the current Year 4 cohort will be the first group of children to fully complete the scheme of work (Stages 1, 2, 3 & 4) as they move through KS2.

Implementation - Curriculum:

At Kingfisher Primary we follow the Primary Languages Network scheme of work (Video2Teach). This is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the intent, implementation and impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Formal writing is not the intended outcome of every lesson and it will only occasionally be necessary to record a written response. Instead, the skill of writing is developed through use of whiteboards and air writing with a photograph or pic collage to provide evidence for the purpose of assessment.

Assessment and Monitoring:

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Pupils informally self-assess against learning objectives and there are inbuilt opportunities to carry out termly summative assessments in listening, speaking, reading and writing in order to track progress.

The MFL lead monitors teaching and learning of French through collection of pupil voice, discussion with staff and opportunities to build a library of ARE evidence through termly recorded conversations with identified ARE pupils from each class/phase as appropriate. This is currently in the early stages of development but is the focus of future cpd opportunities and will be fully embedded by Summer Term 2025.

Summative assessment;

The assessment calendar is as follows and takes the form of teacher-assessed judgements of pupil performance in identified core areas of language learning explicitly linked to objectives taught in the video-2-teach sessions.

*In the Autumn term, assessment of MFL will focus on oracy only (Speaking and Listening).

*Spring & Summer assessments will introduce opportunities for KS2 teachers to assess children's progress against key objectives for Reading and Writing.

Autumn 2 Assessment expectations- 2024/25;	
Years 1 & 2	<ul style="list-style-type: none"> Teacher-assessed judgements against Listening objectives. (engagement and pronunciation) Teacher-assessed Speaking objectives. (engagement & understanding) EXP children only highlighted on a class list.
Year 3 (Stage 1)	<ul style="list-style-type: none"> Teacher assessed judgements against Listening objectives. (engagement and pronunciation) Teacher-assessed Speaking objectives. (engagement & understanding) EXP children only highlighted on a class list.
<u>Stage 1 Listening objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can respond accurately to the name question. ('Comment t'appelles tu?')</i> <i>Can accurately identify five numbers between 1-10.</i> <i>Can identify 5 days of the week.</i> <i>Can identify 6 months of the year.</i> <i>Can respond physically to a classroom command.</i> 	<u>Stage 1 Speaking objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can say their name accurately using the name phrase 'Je m'appelle...'</i> <i>Can say five numbers accurately (1-10)</i> <i>Can say 3 days of the week accurately.</i> <i>Can say 6 months of the year accurately.</i>
Years 4, 5 & 6 (Stage 2)	<ul style="list-style-type: none"> Teacher assessed judgements against Listening objectives. (engagement and pronunciation) Teacher-assessed Speaking objectives. (engagement & understanding) EXP children only highlighted on a class list.
<u>Stage 2 Listening objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can identify 5 classroom objects.</i> <i>Can understand 4 pieces of personal information (name/ age/where they live/feelings etc)</i> <i>Can understand & respond to 4 classroom instructions</i> <i>Can understand the question "Where is...?" used with 4 shops in town.</i> <i>Can understand & respond to 3 directions.</i> 	<u>Stage 2 Speaking objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can say 4 sentences to describe myself (name, age, where they live, feelings/likes)</i> <i>Can ask the question "Where is...?" + 4 shops in town</i> <i>Can give directions to 3 places.</i>

Spring 2 Assessment expectations- 2024/25;	
Years 1 & 2	<ul style="list-style-type: none"> Teacher-assessed judgements against Listening objectives. (engagement and pronunciation) Teacher-assessed Speaking objectives. (engagement & understanding) EXP children only highlighted on a class list.
Year 3 (Stage 1)	<ul style="list-style-type: none"> Teacher assessed judgements against Listening objectives. (engagement and pronunciation) Teacher-assessed Speaking objectives. (engagement & understanding) Teacher-assessed Reading objectives. Teacher-assessed Writing objectives. EXP children only highlighted on a class list.
<u>Stage 1 Listening objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can identify 5 familiar animal nouns.</i> <i>Can recognise the favourite animal noun of a friend.</i> <i>Can identify, understand & respond to the following; a greeting & the questions 'how are you?'/ 'What are you called?'/ 'How old are you?'</i> 	<u>Stage 1 Speaking objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can say five familiar animal nouns.</i> <i>Can use the favourite animal phrase to say their favourite animal.</i> <i>Can say accurately, a greeting, the name phrase, a feeling phrase.</i> <i>Can attempt to say the date.</i>
<u>Stage 1 Reading objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can recognise & read 5 familiar animal names.</i> <i>Can recognise a greeting, a farewell and 2 familiar questions (name, feelings etc.)</i> <i>Can recognise & recall some days of the week & months of the year.</i> 	<u>Stage 1 Writing objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> <i>Can write 4 familiar animal nouns accurately.</i> <i>Can write a full sentence (name phrase/feelings phrase).</i> <i>Can attempt to write the date.</i>
Years 4, 5 & 6 (Stage 2)	<ul style="list-style-type: none"> Teacher assessed judgements against Listening objectives. (engagement and pronunciation) Teacher-assessed Speaking objectives. (engagement & understanding) Teacher-assessed Reading objectives. Teacher-assessed Writing objectives. EXP children only highlighted on a class list.

<p><u>Stage 2 Listening objectives</u> (linked to video-2-teach);</p> <ul style="list-style-type: none"> • Can recognise & understand 4 family member nouns. • Can recognise body part nouns. • Can listen and respond to a simple sequence of physical movement commands. 	<p><u>Stage 2 Speaking objectives</u> (linked to video-2-teach);</p> <ul style="list-style-type: none"> • Can describe with colours 3 face parts. • Can name five body part nouns. • Can communicate a simple sequence of physical movement commands.
<p><u>Stage 2 Reading objectives</u> (linked to video-2-teach);</p> <ul style="list-style-type: none"> • Can read & understand a simple description of a face. • Can read & understand a simple descriptive sentence with body part nouns and colour/size adjectives. 	<p><u>Stage 2 Writing objectives</u> (linked to video-2-teach);</p> <ul style="list-style-type: none"> • Can write a simple sentence including a face part noun and colour adjective. • Can write a simple sentence (noun + verb + (size or colour) adjective to describe an alien. Spelling of most words is accurate.

<u>Summer 2 Assessment expectations- 2024/25;</u>	
Years 1 & 2	<ul style="list-style-type: none"> • Teacher-assessed judgements against Listening objectives. (engagement and pronunciation) • Teacher-assessed Speaking objectives. (engagement & understanding) <p>EXP children only highlighted on a class list.</p>
Year 3 (Stage 1)	<ul style="list-style-type: none"> • Teacher assessed judgements against Listening objectives. (engagement and pronunciation) • Teacher-assessed Speaking objectives. (engagement & understanding) • Teacher-assessed Reading objectives. • Teacher-assessed Writing objectives. <p>EXP children only highlighted on a class list.</p>
<p><u>Stage 1 Listening objectives</u> (linked to video-2-teach);</p> <ul style="list-style-type: none"> • Can identify 5 familiar fruits. • Can recognise seven numbers between 0 and 15. • Can join in and participate with physical responses whilst listening to the picnic story. 	<p><u>Stage 1 Speaking objectives</u> (linked to video-2-teach);</p> <ul style="list-style-type: none"> • Can say five familiar fruits. • Can ask politely for 3 different familiar fruits. • Can ask the question 'where do you live?'

		<ul style="list-style-type: none"> • <i>Can give an accurate spoken response; 'I live in...'</i>
<u>Stage 1 Reading objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> • <i>Can read five familiar fruits and breakfast items.</i> • <i>Can read and recognise five familiar words including 2 numbers and 2 colours.</i> 		<u>Stage 1 Writing objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> • <i>Can write a simple sentence with a conjunction 'and'.</i> • <i>Can write 5 familiar words to include numbers & colours.</i> • <i>Can write accurately a complete sentence beginning with 'I live in ...'</i>
Years 4, 5 & 6 (Stage 2)	<ul style="list-style-type: none"> • Teacher assessed judgements against Listening objectives. (engagement and pronunciation) • Teacher-assessed Speaking objectives. (engagement & understanding) • Teacher-assessed Reading objectives. • Teacher-assessed Writing objectives. EXP children only highlighted on a class list.	
<u>Stage 2 Listening objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> • <i>Can identify 3 jungle animals and their colour from a selection of 3 coloured jungle animals by listening to a verbal description of an animal.</i> • <i>Can understand 3 weather phrases.</i> • <i>Can understand some ice cream flavours.</i> 		<u>Stage 2 Speaking objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> • <i>Can describe 'what hurts' as part of doctors' roleplay scenario.</i> • <i>Can say a full sentence (noun + verb + adjective) to describe a jungle animal.</i> • <i>Can say 3 simple sentences about the weather.</i> • <i>Can politely ask for an ice cream during role-play.</i>
<u>Stage 2 Reading objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> • <i>Can read two sentences describing 2 jungle animals and find the matching picture.</i> • <i>Can read & understand 3 sentences about the weather.</i> 		<u>Stage 2 Writing objectives</u> <u>(linked to video-2-teach);</u> <ul style="list-style-type: none"> • <i>Can write a simple sentence using a noun, followed by a verb, followed by an adjective to describe a jungle animal. Spelling of most words is accurate.</i> • <i>Can write 3 simple sentences about the weather.</i> • <i>Can write 4 ice cream flavours accurately.</i>