

Rationale

Tickhill Estfeld Primary School is committed to a high quality and sustainable programme of modern foreign language learning using the Language Angels scheme. In KS2 regular lessons are delivered by the class teachers, supported by the MFL coordinator if required. This ensures progression and transition across year groups. The learning of a foreign language provides a valuable educational, cultural and social experience for children. They develop communication and literacy skills that lay the foundations for future language learning. Pupils develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the French and English languages. Learning another language raises awareness of the multi-cultural world and introduces an international dimension to children's learning, offering them an insight into their own and others' cultures.

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

Speaking
Listening
Reading
Writing
Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able 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.

Organisation & Delivery

French is taught in a whole-class setting by the class teacher or HLTA and is therefore not reliant on one key member of staff. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has at least three half-termly units where timetabled lessons of at least thirty minutes per week are adhered to.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

PowerPoints and interactive whiteboard materials

Interactive games (which pupils can access from home to consolidate their learning)

Songs & raps

Differentiated desk-based consolidation activities

Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Evidence of Teaching & Learning and Transition at End of Key Stage

Worksheets completed by the children will be kept in their books which are passed through the years and become a portfolio of their learning.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teachers will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

Equal Opportunities

Learning strategies developed through languages bring learning gains to all children across the curriculum. At Tickhill Estfeld Primary School, we teach French to all Key Stage 2 children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and by responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress. Language learning is inclusive: all children of all abilities can learn a new language in a fun and engaging way.

Entitlement

We teach French to all children in Key Stage 2, whatever their ability and individual needs. Modern Foreign Languages forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We assess the needs of each pupil, using a variety of techniques, and we take action to enable all children to learn as effectively as possible. We enable all pupils to have access to the full range of activities while studying French.

Health and Safety

Teachers will assess risks and ensure adequate supervision for all activities undertaken within MFL sessions. Particular attention will be paid to the use of small apparatus and scissors.

Role of Coordinator

The effectiveness of the teaching and learning in art and design will be regularly monitored by the Headteacher and the Modern Foreign Languages Subject Co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the MFL curriculum in the school. Resources, teaching methods and development needs will be evaluated. Priorities for in-service training and support will be established.