



Potley Hill Primary School

Modern Foreign Languages Policy

At Potley Hill Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. As part of the National Curriculum, all Key Stage 2 pupils must learn another language. At Potley Hill Primary School, we have chosen to teach French to all children in KS2.

At Potley Hill we aim:

- to develop pupils' communication and literacy skills and so lay the foundation for future language learning
- to develop linguistic competence, extend knowledge of how language works and explore differences and similarities between the target language and English
- to enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- deliver the National Curriculum MFL programme of study and the Languages Framework to all children in KS2

Currently French is taught throughout KS2 in discrete lessons by teachers or HLTAs. We use the Kapow scheme of work which covers all statutory requirements and offers a broad curriculum, giving children the opportunity to cover a range of themes. The subject is skills driven and provides opportunities for children to develop their French skills in the following areas:

- Phonics
- Grammar
- Vocabulary
- Language comprehension – listen and reading
- Language production – speaking and writing

Additionally, children are also given the opportunity to develop their cultural awareness of France and French speaking countries.

The progression of skills for each of these areas is outlined on the MFL Progression of Skill Map, with clear progression for each year group shown across for each skill.

Each KS2 class teaches French throughout the course of the year discretely with one unit being covered approximately every half term. The Kapow scheme of work offers clear guidelines, subject knowledge, lesson plans and resources which are then adapted by the teachers to suit the needs of the class.

A set of French Expectations has been drawn up by the MFL leader. These are updated annually and shared with all KS2 teachers. This also include opportunities for children to record their learning in French and for there to be evidence of their learning. Children also have a French Vocabulary book which they use to record vocabulary and other useful French phrases.

Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, children may order their lunches in French or children may count in French, while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

'Incidental' language

We aim for languages to be a part of the day-to-day life of the school. For example, teachers can use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children can be encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children

opportunities to use and develop their language for communicating in stress-free real-life contexts. We also embrace the opportunities for children who speak other languages to share this knowledge with their classes and to enable them to feel heard in their own preferred language.

Inclusion

Language teaching at Potley Hill is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Language learning activities. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work.

Monitoring progress and assessing attainment

- Kapow offers an end of unit assessment, this should be administered to help assess children's strengths and next steps.
- Children should be marked for Listening, Reading and Writing. Years 5&6 will also be assessed for grammar.
- Children will be asked to do a verbal presentation on their most recent topic at the end of the summer term. This should be done in pairs or small groups and should showcase their fluency in speaking French.
- Light marking for written work with a stamp or symbols to be used.

Monitoring

The MFL Leader will be responsible for carrying out a range of monitoring and evaluation activities each year to identify strengths and next step developments for each year team. A SWOT analysis will be carried out on a yearly basis. These, alongside annual Action Plans, will be shared with the Governing Body.

Reviewed: October 2023

Next Review: October 2026