



Elburton Primary School

MFL Policy

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1. Subject Statement

Intent

Elburton Primary School follows the 2013 national curriculum for languages and 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.

At Elburton Primary School, we believe 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.

As teachers of French, we aim to encourage a genuine passion for language learning and spark their desire to explore cultures beyond our own. The learning of another language opens our mind to see things from other points of view and challenges us. We want our pupils to also learn skills that will help them as they meet other languages later on in life.

At Elburton Primary School, we aim to inspire our young people to have a love for learning a new language, and understand the widespread benefits it brings.

"Inspiring today's children for tomorrow's world"

Implementation

All teachers at Elburton Primary School aim to promote the children's inner linguist. We share positive attitudes to language learning; all pupils are capable of making great progress in languages. Our whole school approach to the teaching and learning of languages is as follows;

- KS2 children follow the objectives specified in the 2013 national curriculum for languages. The teaching enables 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 provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.
- French is taught on a weekly basis for 45 minutes as a discreet lesson and is planned overall by the subject lead, taught in years 3 and 4 by the class teams and in years 5 and 6 delivered by a secondary trained subject specialist. It is arranged in topic blocks by the subject lead. Each lesson builds upon the last to ensure that children achieve a greater depth of understanding and knowledge is transmitted to their long term memory. Prior learning is regularly revisited through quizzes and games to ensure that knowledge is secure in order to secure good progression and to address any significant misconceptions.
- All language learning is recorded in a separate French book. Practical tasks such as speaking activities are sometimes recorded through pictures which are then stuck into books.
- The children have plenty of opportunities to work independently, as well as collaboratively in mixed ability groups. The children are encouraged to coach each other particularly within the realm of pronunciation.
- At Elburton Primary School, all teachers have access to a knowledge progression map which shares the knowledge, vocabulary and skills that the children need to know or use in each year

group (see Appendix 1). Each class teacher is familiar with this and uses it to develop the knowledge and skills that the children have acquired from the previous year. As the children's knowledge and understanding develops, they become more proficient in their use of the language and the related grammar. They also become more confident in decoding new language they meet.

- 'Subject on a page' sheets are used at the beginning of each unit to expose children to the key vocabulary, grammar and phonics they will encounter within the new topic. Teachers refer back to these throughout the topic and use them as a learning tool; they often are used in quizzes and in games. The children use these for support and when quizzing a peer on their understanding. They will use the key vocabulary, grammar and phonic reminders in their work.
- Working as a linguist in the different areas of listening, speaking, reading and writing will be developed throughout our language teaching. In order that at the start of each lesson they children know which skill they will be focusing on, or area of learning, we use clear symbols which make this explicit to the children. These are also displayed in their exercise books.



All teachers continually seek ways to use the language in everyday language within the classroom and ensure that there are a range of activities that develop the skills throughout each French topic. All children are encouraged to use their resources and apply their knowledge to find out the answer themselves.

- Alongside what they learn in the classroom, we run a French club which enables the children to further expand their cultural and linguist knowledge.
- Alongside the classroom teaching resource, there are online language games which can be assigned to the children for them to play whilst at home.

Impact

The children at Elburton Primary School receive a high quality language education that equips them to continue their language journey into later life. The presentation skills they learn from sharing their language builds confidence across other subjects, and their ability to coach one another encourages team work and sensitive correction. The skills they learn in French spread beyond that of just the language itself.

2. Teaching & Learning

Throughout our French lessons at Elburton Primary School we:

- As teachers, aim to create engaging lessons which promote a love of languages.
- Plan opportunities for the children to work collaboratively as well as independently.
- Aim to plan lessons that develop their desire to know more, and manipulate the language for themselves.
- Encourage and celebrate curiosity, allowing time in the curriculum for cultural discussions.
- Continually assess the children's understanding of how the language is built, pronounced and the appropriate vocabulary to use.

Organisation

French is taught within a discreet lesson for 45 minutes each week and is planned and arranged into topic blocks.

There is vocabulary that is repeated in each year group, often used in different settings. The children's knowledge is built upon each year. For a more detailed breakdown of what is covered in each topic for each year group, please see the subject progression document in Appendix 1.

3. Working as a Linguist

To be working as a linguist in primary the children are aiming at:

- Understanding and responding to spoken and written language from a variety of authentic sources
- Speaking 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
- Writing at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discovering and developing an appreciation of a range of writing in the language studied.

Key Stage 2

We start the children in year 3 with a wealth of language for every day including 'my name is', 'how are you?' 'I'm good' and they are introduced to the concept of words being in masculine and feminine groups in French, alongside their first set of 4 phonic sounds to help them decode the new word they meet.

As we build in years 4, 5 and 6 we develop their ability to pronounce accurately with a further 13 phonics, and build their vocabulary base to further manipulate the language and grow from very short phrases in year 3, to short sentences in year 4, and short paragraphs in year 5 and 6.

4. Planning

Class teams in years 3 and 4 work together with the subject lead to know how the national curriculum for languages is applied within the topics studied. As a school, we use the resource Language Angels as a base to our teaching. We use other resources to help add variety to the lessons, including other games and songs.

The use of the resource and progress through the planning is monitored by the subject lead.

4. Resources

We have access to the Language Angels resource and its wealth of games, activities and songs and have a set of bilingual dictionaries which help the children to explore language choices for themselves as they build in confidence. We are adding to our resources year on year and in the academic year 21/22 we bought 5 sets of boules and some white gloves for miming props.

5. Assessment

At Elburton Primary School, we continually monitor the children on their language journey and this is used to inform future teaching and learning.

Our children receive frequent and effective feedback through teacher assessment, both orally and through written feedback in line with our school's marking policy. This is directly related to the learning objective that is shared with the children during the course of the lesson. Evidence can also be seen of 'deeper thinking questions' which require our children to think and respond. © www.ciec.org.uk

Assessment for learning is continuous throughout our planning, teaching and learning cycles. We also use the end of unit quizzes to assess their understanding and application of knowledge within in particular unit. This is used in conjunction with a variety of other methods which include:

- Observing children at work, individually, in pairs, in a group and in class.
- Questioning, listening and holding discussions with children

The children are encouraged to follow their 'subject on a page' sheet to see how they are progressing through a unit of work.

6. Equal Opportunities

At Elburton Primary School we are committed to ensuring that everyone in our school is treated with respect and dignity. All children are provided with a fair and equal entitlement to all activities, experiences and opportunities regardless of their ethnicity, gender, cultural background, special educational needs or disability.

7. Inclusion

All teachers at Elburton Primary School aim to make our French lessons inclusive and accessible to all children. They set suitable learning challenges, respond to pupils' diverse learning needs and look for ways to overcome potential barriers to learning and assessment for particular individuals and groups of pupils. We stand by the statement 'every child is a linguist' and it is our duty to minimise and reduce barriers to learning wherever possible so that all pupils are engaged and able to achieve success in all areas of the curriculum.

We work hard to:

- Maintain an inclusive learning environment considering sound and light issues, seating arrangements, resources, displays and practical areas.
- Achieve a multi-sensory approach to learning considering pupils' preferred learning styles. When teaching, we consider visual, tactile, auditory and kinaesthetic approaches. For recording, alternatives to written methods are offered including: drawing, scribing, word processing, mind maps, pictures, video, voice recordings etc.
- Use ICT to support teaching and learning
- Achieve effective communication between adults and children ensuring that language is clear, unambiguous and accessible. Visual aids are also used to support this.

Children with special educational needs or disabilities are identified and are carefully monitored by the class teacher and senior leadership team in our termly pupil progress meetings. Teachers reflect on their specific learning needs and carefully consider these when planning their French lessons. Every child works to the same objective. In most cases, pupils with SEN and/or disabilities will be able to take part in the same activity as their peers. In others, some modifications or adjustments are made. For example, the way that they record their learning may look slightly different. Some children with identified needs, such as behaviour difficulties, may benefit from changes to activities, support from others or rest breaks. Class teachers work in line with our school SENCO and other support specialists to ensure that all children are appropriately supported. We work in line with the school's 'Special Educational Needs and Disabilities' policy.

8. The Role of the Subject Leader

The Language subject leader is responsible for the following:

Keeping up to date with developments in the subject

The language lead will attend trainings and webinars which provide guidance on new developments in the subject which impact teaching and learning. This is in addition to research online from recommended language specialist areas. These developments along with relevant resources or new documentation will be shared with the staff as a whole during INSET training sessions throughout the year.

Support colleagues with their planning and teaching

The language lead will support teachers with their planning and teaching and offer time to any colleagues requiring any support in these areas. The language lead will also provide resources to help support colleagues with this. The language lead has ensured that all teachers have access to CPD courses to help ensure the development of subject knowledge the key stage.

Language resources

The language lead will ensure that there are sufficient and appropriate resources. The dictionaries, cultural and sport resource of 5 sets of boules are located in the corridor to the staff room.

Monitoring the standard of French

The language lead strives to ensure that teachers are dedicated to improving the standards of science and it is being taught effectively throughout the school, in line with Elburton Primary School's progression maps and the 2013 National Curriculum for Languages. The language lead will implement new strategies and will provide teachers with a clear focus in line with school improvement plans and advances to the subject area.

The language lead will assess the impact of the aforementioned and INSET training in the following ways:

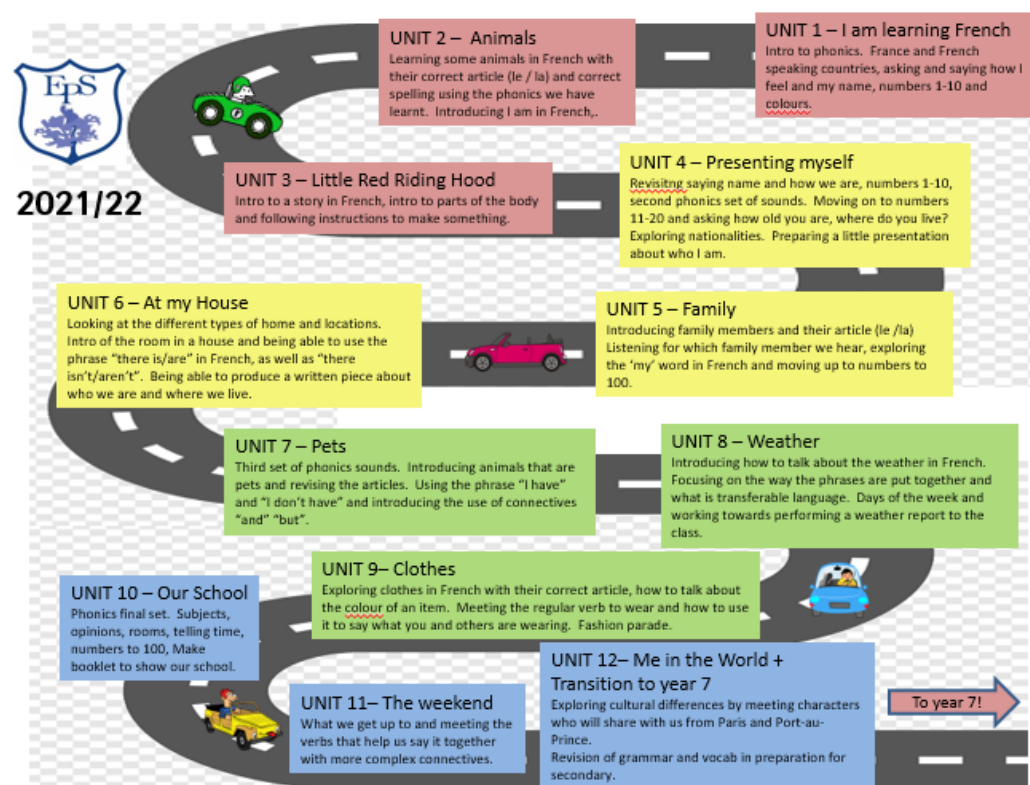
- Through termly language learning walks with a member of SLT
- Through termly planning / flipchart scrutiny
- Through detailed auditing and analysis of all aspects of children's work in both exercise books, and displays
- Through interviews conducted with groups of children in the school or through pupil voice surveys.

Providing feedback to the head teacher/ governors

The language lead is responsible for feeding back to the head teacher about how French is being taught across the school and the impact that this is having. When necessary, the language lead will also provide feedback to the school governors via a presentation or through a report.

9. Appendices

Appendix 1: Elburton Primary School's topic map and progression of knowledge.



[Appendix 2: Elburton Primary School's working as a linguist progression map.](#)

Phonics			
Year 3	Year 4	Year 5	Year 6
<p>Phonics lesson 1 from Core Language CH OU ON OI OI sound in trois & noir ON sound in marron OU sound in rouge</p> <p>Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words.</p> <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front.</p> <p>Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'.</p>	<p>Phonics lesson 2 from Core Language I IN IQUE ILLE IN sound in cinq I sound in huit, dix, Patrick, habite, Paris & suis Silent letters. 'S' is not pronounced in appellees, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word.</p> <p>Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglaise/anglaise pronunciation will change when an 'e' is added to the end of anglais.</p> <p>Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally</p>	<p>Phonics lesson 3 from Core Language É E È EAU EUX É sound in Cécile E sound in je & de EAU sound in oiseau</p> <p>Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' & 'T' are often silent at the end of French words.</p> <p>'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.</p> <p>Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.</p>	<p>Phonics lesson 3 from Core Language QU Ç GNE EN AN QU sound in informatique & musique Ç sound in français AN sound in anglaise, français, amusant & intéressant EN sound in sciences</p> <p>Silent letters. The children will hear and see that the final 's' is not pronounced in aime the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French.</p> <p>Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p>

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Vocabulary			
Year 3	Year 4	Year 5	Year 6
<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Communicate with others using simple words and short phrases covered in the units. Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Write a piece of text using language from a variety of units covered and</p>

		manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar			
Year 3	Year 4	Year 5	Year 6
Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.