

Subject Key Summary Points

Subject	Modern Foreign Languages
Overall Curriculum	We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and development in other subjects. We are keen to promote the introduction of a modern foreign language to all pupils in key stage 2. As a school, we have chosen to study French. French is a language taught at the main secondary school we feed to.
Pedagogy	<p>The teaching of French will enable pupils to make substantial progress in one language. Teaching will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. It enables 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 French study will be on practical communication.</p> <p>Our aims are for pupils to:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic resources • 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 accuracy in pronunciation and intonation • 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 with a specific focus of learning about significant aspects of the culture of the countries where this language is spoken
Assessment	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. This is mainly achieved through mini-plenaries, questioning, marking, T.A feedback and pupil self-assessment. Teachers assess children's progress informally during the lessons, evaluating progress against the outcomes stated within the taught units.</p> <p>At the end of the year pupils are assessed against the attainment targets:</p> <ul style="list-style-type: none"> • Speaking and listening • Reading and writing • Intercultural understanding.
Culture	<p>Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. Specifically, we link the language learning to global understanding, cultural respect, inclusion as well as the 'life skills' of our capabilities curriculum – communication/self-esteem, collaboration.</p> <p>These opportunities can be exploited through aspects of:</p>

	<ul style="list-style-type: none"> • Literacy: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction • ICT: use the internet to research, PowerPoints to present and use of word processing. • PSHE&C: the multilingual society, knowledge of other countries and societies • Numeracy: counting, time and the date, money • Geography: work relating to the study of other countries weather • Science: work on parts of the body, animals. • Music: rhyming, rhythm, singing, composition, world music • RE: celebration of festivals • History: work relating to the study of other countries, famous people • Art: look at paintings and the lives of painters • PE: physical responses to instructions issued in the language learnt
Systems	<p>The school follows the National Curriculum (2014) and teachers use the Light Bulb scheme of learning as the basis for their planning. This is supplemented with other resources such as songs, poems, rhymes and French language books and online resources.</p> <p>Lessons are planned through the Units selected from the Light bulb Languages Curriculum. When appropriate, planning is annotated with indication of:</p> <ul style="list-style-type: none"> • TA Support • Differentiation or scaffolding provided.
Policy	<p>The Policy for MFL aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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.

Perceptions	<p>The monitoring of the standards of children’s work and the quality of learning and teaching in MFL is the shared responsibility of the S.L.T. The work of the SLT also involves supporting colleagues in the teaching of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.</p> <p>Over the next year the subject leader will carry out a ‘deep-dive’ into MFL which will include the monitoring of teaching, pupil perceptions and staff confidence in subject knowledge.</p>
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