

# King's Hill Primary School



## MFL (French) Policy 2022

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## **1. Curriculum Statement**

### **Intent**

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 writing in the language studied.

When teaching French at King's Hill, we intend to provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful both in school and in their future working lives.

### **Implementation**

At King's Hill French taught on a weekly basis with interactive sessions accompanied by short tasks for 40 to 60 minutes. We are using the Salut! Scheme, designed for UK schools, which provides support and challenge for pupils, and is built on the belief that all children can achieve. Salut! is well planned and organised into smaller topics to develop pupil confidence as well corresponding to the intent from National curriculum aims.

There are three parts to the lesson; introduction of new vocabulary, sentences and a paper based activity. As part of the introduction, interactive spelling and listening games are accessed to support learning of new vocabulary. During sentence time, pupils are encouraged to ask questions and answer questions in sentences, developing fluency and the ability to converse with one another. Some lessons have songs incorporated into the lesson planning to further enhance learning experiences and support their understanding. Salut! is designed to be used with all pupils regardless of their ability.

Salut! offers a fun, interactive and visual approach to learning a new language with interactive resources readily available, making it easily accessible to teaching staff and all pupils including SEND. Paper based tasks may require some support from an adult for some SEND pupils. Greater Depth pupils may require more time to access challenges that deepen their knowledge and understanding.

For each year group the curriculum strands are broken down into speaking and listening, reading and writing.

### **Impact**

Teachers reinforce an expectation that all pupils are capable of achieving high standards in French. The programme of learning is being used in Years 3 to 6 and it is interactive and visual, making it accessible to all pupils. We see pupils enjoy learning French are able to talk about the subject, make some links with other subjects and know French is spoken to France. Pupils understand the importance of learning a new language (Cultural capital)

## **2. Teaching and Learning**

A typical lesson using Salut! lasts approximately 40-60 minutes. French is taught weekly, and follows the format as below:

- **Recap** of previous vocabulary and conversational work, designed to support fluency in Speaking and Listening.
- **Sharing new vocabulary** where pupils can learn and translate new French vocabulary. This is often through repeating new vocabulary and noticing spelling patterns and similarities to English.
- **Interactive games** to support listening and reading new French vocabulary. These are engaging and fun, and designed to get all pupils thinking
- **Sentence work.** In this section Salut! encourages pupils to apply their new knowledge to speaking in sentences. Pupils are able to hear the question in French being asked and a response is also modelled. Pupils then use this model to ask and answer in French through partner conversational work.
- **Practice** where the vocabulary learnt is used to complete a written task, embedding new learning. Some pupils may be supported through peer support and or additional resources.
- **Reflect** which allows pupils to review and reflect on their learning enabling the teacher to gauge their progress in French.

### **Additional fluency**

To support the fluency of French, during lessons pupils will learn the French alphabet to help to support reading and writing. Prior to Year 3, Pupils in KS1 will begin to speak some French vocabulary and say some basic French greetings alongside becoming familiar with the French alphabet.

In Year 3 to 6, pupils will develop their understanding of grammar to support fluency across French.

### **3. Assessment**

#### **Assessment for Learning:**

The structure of the teaching sequence in Salut! ensures that pupils know how to pronounce French vocabulary with greater accuracy as well as being able to read and write.

#### **Formative Assessment:**

The lesson structure of Salut! is designed to support this process and the written task at the end of each lesson also allows pupils to extend their learning. The outcomes at the end of each lesson can be assessed against the learning intention outlined on the lesson plans. Misconceptions and mispronunciations can be highlighted and revisited during the same lesson or revisited at the beginning of another lesson.

#### **Summative Assessment:**

Salut! is designed to build on prior knowledge and to become more confident and familiar with the language. The outcomes at the end of each unit can be assessed against the progression statements to highlight the progress being made throughout each year group, in line with the national curriculum. Progression statements to be assessed against termly.

### **4. Planning & Resources**

A LTP has been devised for Year 3 to 6 to follow to ensure progression and breadth of the language is covered in Key Stage 2. The use of resources available on Salut! support the MTP staff follow to deliver French lessons.

### **5. Organisation**

The school has implemented the teaching of French in line with the programme that we use. This ensures pupils build on their knowledge and understanding over time and as they progress through KS2.

### **6. EYFS and KS1**

In Reception, children listen to and learn nursery rhymes and songs. In Years 1 and 2, pupils will begin to experience the language through culture days and become familiar with greetings and appreciate familiar stories in French.

### **7. KS2**

At the start of each academic year, pupils will have the opportunity to refresh basic knowledge of French and a broader understanding of where the language is spoken to support development to cultural capital. Our KS2 teachers use Salut! planning and record learning and assessment in individual exercise books. The programme is aligned with the 2014 National Curriculum and provides detailed planning. This is adapted to suit and teachers do plan and source activities and

additional tasks which offer support and also provide further challenge for pupils who are able to progress further in their learning.

## **8. Equal Opportunities and Inclusion**

The school is committed to ensuring the active participation and progress of all pupils in their learning. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

The content taught recognises pupils' knowledge and language acquisition will differ therefore support is provided as necessary.

## **9. Role of the MFL Coordinator**

The MFL Coordinator will:

- Work to raise the profile of French at King's Hill through best practice. They will provide support as required as part of the staff members continued professional development.
- Involve the school in 'celebrations' of French, including participation in events such as 'French culture days'.
- Monitor progression and continuity of French throughout school through observations and monitoring of outcomes of work in French books.
- Ensure that all staff have access to year group plans and the relevant resources which accompany them.
- Ensure that all staff have access to professional development including support in assessing pupils against progression statements and in using the planning and scheme of work effectively

## **10. Parental Involvement/Home Links**

At King's Hill we recognise that parents and carers have a valuable role to play in supporting their child's French learning.

- MFL policy is readily available on the website.
- Parents are informed of their child's progress and is communicated in written school reports.

*To be reviewed October 2024*