



**ROKEBY PRIMARY SCHOOL**

PART OF STOWE VALLEY MULTI ACADEMY TRUST

# MFL (French) at Rokeby Primary School

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## 1. Subject statement

### Intent

Our vision at Rokeby for MFL, French, is to ensure we teach a relevant, broad, vibrant and ambitious foreign language curriculum that will inspire and excite our children using a wide variety of topics and themes in French. We want our children to know that;

- A Rokeby linguist can speak simple words and phrases in another language
- A Rokeby linguist can listen to unfamiliar words in rhymes, songs and stories
- A Rokeby linguist can recognise and understand new words in texts
- A Rokeby linguist can write words from memory
- A Rokeby linguist shows a genuine interest and curiosity about the language
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At Rokeby, we want our MFL teaching and learning to support our children in developing key language learning skills in; listening, speaking, reading and writing with all the necessary grammar in French to be able to apply their learning in a variety of contexts. Laying down solid foundations for future language learning, we use The National Curriculum 2014 alongside Language Angels to plan our Rokeby MFL curriculum.

### Implementation

MFL is taught weekly throughout the academic year in KS2, where the children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge. These are organised around topics and themes, providing the building blocks for learning a new language, to form more complex, fluent and authentic language use in French.

Our provision for MFL is clearly mapped out for KS2 so that progress and development of speaking, listening, reading, writing and grammatical skills builds on each year and with different levels of challenge. All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this and half termly for future teaching and learning.

### Impact

Across Key Stage 2, French is taught on a weekly basis. Teachers are now following a scheme called 'Language Angels.' By following this scheme, we are ensuring that our learning objectives are progressional across the year groups. The foundations of French e.g the phonics of French and basic phrases are taught in Year 3 so the firm foundations for building on the knowledge of the French language are laid.

Children clearly enjoy French, this is evident through pupil voice, a year 3 child stated, "I love French, Mr Kay always make it so exciting, and he even does the lunch register in French sometimes." Children also show understanding of what it means to be a linguist, a year 5 child stated, "a linguist is someone who learns languages, like we learn French."

Teachers are now growing in confidence in their ability to teach French, in both their knowledge and their understanding of the language. Teachers can now confidently assess children throughout lessons and when marking work to decide whether the children are working at WTS, EXS or GDS, based on the learning objective of the lesson.

French language resources are evident around school, and vocabulary is promoted through a range of displays.

## 2. Assessment

### Assessment for learning:

- At the start of new learning/topics teachers will look at previous learning and topics completed by the children or last year's area of learning to understand children's prior learning and attainment.
- As well as introducing new grammatical knowledge that is required for the learning.

### Assessment of Learning:

- Children receive feedback on their linguistic skills both verbally and in their books, through written and verbal feedback, as per our Marking and Feedback Policy (appendix 1).
- Through self and peer verbal assessments
- Teachers annotate their planning, at the end of each lesson and assesses which children were WTS, EXS and GDS for each lesson. This is copied for the subject leader to analyse, each half-term.

## 3. Planning and Resources

Our MFL curriculum is based upon a collaboration of the National Curriculum 2014 and Language Angels. The progressive learning objectives are set by the subject leader and the class teacher then uses their own skills, resources and CPD knowledge from Language Angels to plan and deliver lessons that achieve these objectives. Throughout KS2 the children develop key language learning skills in; listening, speaking, reading and writing with the necessary grammar in French to become confident in a second language.

We use Language Angels as our main hub for resources, songs, texts, correct pronunciations of vocabulary to support the teaching and learning in the classroom. Each year group has specific WALT's in the areas of listening, speaking, reading, writing and grammatical knowledge with the yearly overview developing early language skills, intermediate language skills and progressive language skills. Class teachers indicate on their short-term planning what resources and equipment they will be using for the learning.

## 4. Teaching and Learning- Key Stage Two

MFL French is taught weekly throughout the year as a stand-alone subject using the progressive WALTs and the yearly overview which builds on the children's linguistic skills through developing early language skills, intermediate language skills and progressive language skills.

Teachers make assessments at the end of every lesson and this informs future planning and next steps in learning through differentiation, challenge and careful monitoring of progress.

During this time, teachers make it clear to children that it is a language lesson and for this learning they will become 'linguists' in French.

Children are given opportunities throughout the year for collaborative peer work, cookery using traditional French foods, language celebration assemblies for parents, and a French themed day to enhance their French

## 5. Gifted and Talented Pupils

Children may be gifted and talented in a specific area or in all areas of MFL showing 'Positive curiosity' and 'in-depth interest' into language and linguistic learning. Teachers make assessments at the end of every lesson and this informs future planning and next steps in learning for those children who show these gifted and talented skills within MFL, ensuring they can thrive by encouraging them to develop their creativity, technical and linguistic expertise through the progressive language topics.

## 6. The Role of the Subject Leader

The main role of the MFL subject leader is to inspire children and staff to inspire and excite our children and staff in a wide variety of topics and themes in French

The subject leader will:

- Promote MFL through high-quality displays around the school.
- Ensure Continuous Professional Development (CPD) for all teaching staff, sharing expertise to take back into class.
- Carry out learning walks and lesson observations and work with teaching staff to identify strengths and weaknesses.
- Carry out monitoring of children's books and speaking with children about their linguistic skills
- Monitor progress through teacher's annotated planning and half termly tracking grids for children showing WTS, EXS and GDS.
- Organise, audit and purchase MFL resources, and ensure resources are current
- Attend network meetings for MFL leaders from other schools, within the Stowe Valley Multi Academy Trust.
- Share ideas for trips/visits/themed days with staff to enhance MFL throughout the school

## 7. SMSC

Spiritual:

French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves through the teaching of the names of emotions in French. Children know how to ask their peers how they are feeling and know a range of responses.

Moral:

Children are taught an accurate and understanding of another culture. Children learn about 'Bastille Day' in Year 3, during the 'French Cultural Lessons' unit and the reasons why this is important to so many people in France and the other countries that celebrate it.

Social:

French supports social development by encouraging a collaborative approach to learning. Children regularly converse in French and share information about themselves, such as their favourite colour or when their birthday is. Children learn the skill of communication, in different ways. They explore different social conventions e.g forms of address.

Cultural:

French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Children are taught to appreciate the language and customs of others. When children start learning French in Year 3, children are introduced to France and learn the names of major cities and landmarks.

Children are taught about major festivals and events in France, for example 'Le Carnaval De Nice'.

## 8. Parents/ Carers

We aim to involve our parents and carers in many different parts of school life. We involve our parents and carers in MFL by:

- Each half-term, parents are invited into school, to take part in a cross-curricular shared learning event with their child.
- An annual report is sent home, indicating current attainment and progress in MFL.
- Parents evenings are held twice a year and give parents/carers the opportunity to discuss their child's progress.

- Parents/Carers can communicate with their child's teacher on Class Dojo, if they need any support with their child's learning and to share with them any resources that the class may need to try and bring in for their themed day.

## 9. Safeguarding in MfL

Children are given the opportunity to learn another language (French), which helps them to understand that places in the world are different, with one of those differences being the language that they speak. Children are also taught how to express their emotions in another language-this could give children who may not choose to express themselves in their first language as they do not feel comfortable, another channel to project how they are feeling.