



MFL (French) Policy

Intent

At Norden, we believe that learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. We aim to deliver a high-quality languages education that fosters children's curiosity and deepen their understanding of the world. We enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Here at Norden, we believe teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

At Norden, we use various resources mapped to a detailed sequence of learning. In EYFS, 'Understanding The World' and 'Communication and Language' are both areas of learning that relate to MFL. Although it is not statutory for children in the foundation stage to learn a language, we feel it is important to provide them with the opportunities to hear other languages spoken and to discover different cultures. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

It is intended that when children leave Norden, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, recognising that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Implementation

At Norden, we have a French bespoke curriculum, which is based on an overarching statement for most units of learning. This statement is then broken down into a number of components, which identifies the key learning we have prioritised. We follow a 'Link It, Learn It, Check It, Show It, Know It' approach

At Key Stage 2, disciplinary knowledge focusses on three strands: Speaking and Listening, Reading and Writing

Each half term, our Key Stage 2 children will learn new units of learning based around a statement such as 'Know the days of the week and months of the year in French'. This will equip them with the confidence and substantive knowledge to begin to read, write and converse in a foreign language. We explore French culture and customs and encourage a love of French so that our pupils can become lifelong learners who will continue to improve their language skills as they grow up.

Teachers use formative assessment to assess children's disciplinary and substantive knowledge and use this information to plan for future learning. Written or verbal feedback is given to the child to help support his or her progress. At the end of a whole unit of learning, children will take a quiz to assess their understanding. This is recorded and is used to inform future planning.

At Norden, we teach French to all KS2 children, whatever their ability and individual needs. The teaching and learning of French takes account of all children, including those with SEND, and has high expectations for all.

The quality of teaching and learning in French teaching is monitored and evaluated by the subject leader and pupil voice is taken across Key Stage 2 to monitor children's understanding and attitudes to learning French as well as evaluate the effectiveness of the sequence of learning.

There is now a complete suite of resources available to teachers through Language Angels that complements the KS2 sequences of learning. The subject leader monitors this and assesses the need for any other resources to support the teachings of French.

Impact

French is used to promote excellence, enjoyment, build cultural capital and is fun. It will have a strong presence in the school through displays, the embedding of language in the classroom and through building cross-curricular links. Parents and grand-parents will be encouraged to join in learning about French and the Francophone world. Pupils will develop an understanding of the key similarities and differences between French language, people, culture and our own. The children will develop oracy, become effective linguists and have a love of French. Our primary aim is to enable the children to meet the expectations of each year and prepare them for learning foreign languages at Key Stage 3 by the time they leave our school.

Written by T.Cleverley

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Approved by Governors

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