



MODERN FOREIGN LANGUAGE (M.F.L) INTENT, IMPLEMENTATION & IMPACT POLICY for Oakmere Primary School

1. Our Intent

At Oakmere, we believe in offering a rich and diverse modern foreign language curriculum that is accessible to all learners. As a school with a large percentage of children who are EAL, we value the opportunities that children can gain from learning a new language. By celebrating the differences and successes of our diverse community, our pupils are given the opportunity to gain a broader understanding of the wider world. We believe that these opportunities should be reflected in our teaching of French.

We have adopted the **Language Angels scheme of work and resources** to ensure we offer a relevant and vibrant foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. This scheme encourages pupils to reach their full potential, promoting excellent standards in foreign language learning. We believe in building the necessary confidence and skills for lifelong learning, encouraging all children to continue studying French beyond key stage 2.

Our intent at Oakmere is to create a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting national requirements set by the Department of Education.

The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in a way that is both age-appropriate and suitable for our pupils. This will be encouraged through opportunities to research language as well as through spoken and written tasks. As children progress through the primary phase, they will continue developing their bank of knowledge, building on previous learning.

2. Our Implementation

At Oakmere, we aim to achieve a love of learning French through providing stimulating and enjoyable French lessons. French is taught throughout Key Stage 2 weekly by the class teacher who is responsible for delivering well-planned and structured lessons. Through the Language Angels scheme of work, every pupil is encouraged to engage with their learning with resources to suit different preferred learning styles. These include; interactive PowerPoints; spoken language activities; grammar and written work and puzzles and games. This allows pupils to learn, rehearse and apply their studies in French through using the high-quality resources provided. Teachers may also choose to include other learning opportunities through song, dance or other practical activities relating to French culture (e.g. cooking).

We ensure that our French curriculum remains relevant and challenging for all as children progress through their journey at Oakmere. This is achieved by following the units in the Language Angels scheme of work:

- In **Year 3**, children are introduced to our **Early Language** units. These provide a baseline for pupils with little or no previous foreign language learning.
- In **Year 4**, children progress onto **Intermediate units** in which the level of challenge is increased. Children are introduced to grammatical concepts allowing them to expand their understanding of how the French language is formed. This level of teaching is continued into **Year 5**.
- In **Year 6**, pupils progress further onto **Progressive** units which builds on the understanding of the basics of the language further, increasingly the focus on grammar.

Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

The planning of different levels of challenge and chosen units to teach at each stage of the academic year will be addressed dynamically and reviewed by the subject lead and SLT. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for learning French.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes (For example, World War II in Year 6). Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking,**

reading and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers should use the **Progression Map** and **Grammar Grid** to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking**, **listening**, **reading**, **writing** and **grammar** progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. **It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.**

Teachers specify their units of teaching within their long-term and medium-term plans. These reflect the units of the Language Angels scheme:

Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered will three levels of stretch and differentiation. Teachers will use their own judgement or previous assessment to determine which levels are suitable to the pupils in their class. They may also choose to set further homework tasks based on this learning to further secure pupils knowledge.
- **Reading** and **writing** activities will be offered in all units.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with

greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. Teachers will begin lessons by recapping previously taught content to ensure that it is rehearsed. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use.

Pupil learning and progression will be assessed at regular intervals, looking closely at each language skill (**speaking, listening, reading and writing**). This will provide a reference point against which learning and progression in each skill can be demonstrated.

3. Impact

At Oakmere, by offering a high-quality French language scheme of work, we are able to consistently stretch and challenge learners as they progress through the school. Units increase in level of linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

As part of the Language Angels programme of study, teachers will use the included **long-term planning** documents to ensure the correct units are being taught to the correct classes in each term of the school year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit.

These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each term.

Pupils learning and progression in the key language skills of **speaking, listening, reading** and **writing** can be assessed using the **end of unit skills assessment** which is provided at the end of every 6-week teaching unit.

The MFL subject leader may ask teachers to provide data to ensure that all teaching is targeted and appropriate for each pupil, class and year group. This information will then be fed back to members of SLT during Subject review meetings. Teachers are able to record, analyse and access this data easily using the Tracking and Progression Tool.

Children are expected to make good or better than good progress in their foreign language learning. Their individual progress is tracked and reported to pupils and parents / carers through parent consultations and end of year reports.

Teachers use the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool to assess children's learning in French. This is also used to highlight any areas of the French curriculum that require further attention. From this, teachers can analyse any common misconceptions and address these in their future teaching.