

Newport CE Junior School

MFL Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
Spring 2023	Spring 2020	Spring 2025

‘We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God’s love they can make a difference to the world around them.’

Purpose of study

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Context:

Children at Newport CE Junior School learn French. We are a three-form entry school with approximately 325 pupils. The first language for the vast majority of pupils in the school is English. There are also a small number of pupils who are EAL. Children are taught by their class teachers directly for 30-45 minutes per week and we as a school aim to follow up activities when appropriate outside of the language lesson for example European Day of Languages and other situations to support our rich **Cultural Capital** offer.

Inclusion and SEND:

At NJS, we believe all children, regardless of background or any additional needs, have the right to a good quality education. Through **adaptation** and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic **differences**. These skills can then be linked to and developed in other curriculum areas. We have developed a curriculum that **inclusively** ensures that all pupils have access to each of the National Curriculum subject areas as well as a range of other learning and **enrichment opportunities** in order to **reach their full potential**.

Spiritual Development:

Students are given the chance to learn the number of different and similar ways that people have developed to: live within their own culture and homelife; express themselves; and convey their ideas. Pupils also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages.

Pupils have cross curricular learning of religious events within French lessons and activities. These include: The Festival of Light; Epiphany; Christmas and Easter.

Spiritual questions in MFL for Spring term (e.g.)

- Year 3= Animals I like and don’t like- 1) If you were on a deflating hot air balloon, which animal would you throw out first? For example, a bird. 2) Looking at this puppy video, how does it make you feel? Describe it.

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- Year 4= family tree and faces- looking at the alphabet cards, who in your family matches a letter that you would want to go for comfort OR is the most significant in your life.
- Year 5= Healthy Eating and going to market- can the children create a healthy eating collage using the theme of 'LOVE'?
- Year 6= Playing and enjoying sport- Zebra board

Statement	<i>Sport can unite people together</i>	<i>Sport can create conflicts</i>	<i>Sport is pointless</i>
Your ideas			

Intent and Vision:

At Newport CE Junior School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing. The children's knowledge of how language works, phonology and elements of grammar will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The transferable language learning skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and **broader perspective on the world**, encouraging and **aspiring** them to understand their own cultures and those of others.

Management and Training:

The subject is managed by the Languages Co-ordinator- Mr Parker. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) as well as the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required as well as regularly attending workshops hosted by PLN and feedback and update staff where necessary.

Implementation - Curriculum:

Our school follows the Primary Languages Network scheme of work (Click2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links- these help to embed our Cultural capital offer.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2 (Years 3&4), ready for further development and challenge in Stages 3 and 4 (Years 5&6).

French Scheme of Work curriculum overview:

Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)
Summer 2	Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle*	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*

Implementation - Teaching and Learning:

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills. We achieve this through: listening; speaking; reading and writing in order to ease the transition process to Secondary School. Activities can consist of: actions; rhymes; stories; song; drama; grammar focus; video clips; air writing; sentence structure; dictionary work; book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books afterwards.

Impact:

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' (*including staff*) and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents, which are at the front of their given subject books. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be '*left in the sieve*' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Using the Assessment Clouds, staff highlight these if they believe a child has accomplished this objective at three assessment points in the year: Pink in Autumn term; Orange in Spring term and Green in Summer term. This is done to show the **impact** of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

Monitoring and CPD:

The MFL coordinator monitors the planning and spoken and written evidence of progress in learning through book scrutiny, pupil voice opportunities; witnessing recorded videos and discussion with staff. The lead teacher can access training via the PLN VLE , consultation time, email discussion and through the PLN CPD offer.

The MFL Coordinator is engaged with the PLN CPD journey and has attended the Effective Coordination session, regularly attends the Leadership Twilight and is waiting to become a member of the PLN Forum WhatsApp group.

The MFL coordinator attends the annual PLN conference, and can access the PLN Twitter account, the PLN website: www.primarylanguages.network, and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE and all its materials. The PLN VLE school user files can be used to share information between staff and the visiting teacher.

Teacher guidance

Disciplinary Knowledge refers to how the children acquire the substantive knowledge, and the elements which are unique to learning languages. At primary level, Substantive Knowledge outweighs Disciplinary Knowledge. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the disciplines. This can then be further developed at KS3 and beyond.

Substantive Knowledge:

Substantive Knowledge comprises of the content or 'substance' that we aim for the children to build up and acquire.

This includes:

- Language Content
- Transactional language
- Personal Information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language Learning skills including the four core skills

Lower Key Stage Two – Stage 1:

- Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers).
- Recognise and use nouns in singular and plural forms.
- Understand noun gender.
- Know there is more than one word for 'a'.
- Express simple opinions.
- Retrieval of familiar core language content.
- Appreciate, follow and understand simple stories, linked to language learnt.
- Introduction to the geography and culture of the target language country.
- Hear and identify phonemes and recognise graphemes.

Lower Key Stage 2 – Stage 2:

- Retrieval of core language content.
- Develop how to use singular and plural nouns with adjectives to describe.
- Understand noun gender.
- Know there is more than one word for 'a' and 'the'.
- Read, understand, follow, and use commands.
- Express simple opinions.
- Produce simple descriptive sentences.
- Participate in simple dialogues.
- Practise 1st and 2nd person singular questions and answers.
- Hear and identify phonemes and recognise and read aloud graphemes.

Upper Key Stage 2 -Stage 3:

- Continue to develop and extend skills in language retrieval.
- Produce familiar personal information sentences in 1st and 3rd person singular.
- Begin to explore the conjugation of a regular present tense verb (to wear). Create spoken and written extended sentences including conjunctions and giving an opinion.
- Engage in extended role play dialogues.
- Say and write detailed description including a verb, nouns and a variety of adjectives.
- Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives.
- Use modal verb (to be able to) plus infinitive to create persuasive sentences, including a variety of sentence starters.
- Recognise, use and apply familiar phonemes and graphemes confidently.

Upper Key Stage 2 -Stage 4:

- Retrieval of core language content.
- Create complex sentences including conjunctions.
- Explore and use common present tense verbs (to be, to have, to play).
- Write descriptions including verb, nouns and variety of adjectives.
- Secure understanding of how to use nouns in a simple sentence with adjectives.
- Use language structures they know to create their own adapted sentences.
- Use knowledge of language to create performances.
- Explore and appreciate the origins of another country's culture.
- Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently.

KS2 – Stage 1 - Substantive Knowledge End Points

A new start	<ul style="list-style-type: none"> To say greetings in the target language. To ask and answer about feelings in the target language To say, recall, identify numbers between 1 and 10 in the target language To write some colours in the target language
Calendar and celebrations	<ul style="list-style-type: none"> To understand basic classroom commands To understand and say days of the week in the target language. To understand, say and try to write some months of the year in the target language. To recall some facts about Christmas traditions in the target language country.
Animals I like/I don't like	<ul style="list-style-type: none"> To say and read the name of some animals in the target language. To begin to recognise some plural nouns for animals in the target language. To begin to understand a simple story in the target language. To begin to copy some names of animals in the target language. To say a simple sentence to say their favourite animal. To begin to write simple sentences about animals.
Carnival Using numbers	<ul style="list-style-type: none"> To know some facts about Carnival in the target language country. To say and begin to write numbers 1-15 To say simple sentences about themselves To begin to read and write dates in the target language
Fruits and Vegetables Hungry Giant story	<ul style="list-style-type: none"> To understand and participate in games involving fruit and vegetable nouns in the target language. To ask politely for some fruit or vegetable item in the target language. To listen, understand and enjoy a story in the target language. To write, with support, a simple sentence or several sentences in 1st person singular.
Going on a picnic Aliens in _____ (France/Spain/Germany)	<ul style="list-style-type: none"> To recall nouns for picnic items in the target language To write a simple phrase, using verb, noun and adjective. To complete some simple sentences to say where they live. To ask a simple question and understand the answer To apply their language skills to begin to learn other languages

KS2 – Stage 2 - Substantive Knowledge End Points

Welcome to school super learners	<ul style="list-style-type: none"> To ask and answer questions about self in the target language To listen, recall and respond to classroom instructions in the target language To say and write the name of rooms in school in the target language To say and write nouns for some classroom objects in the target language
My Local Area/Your Local Area	<ul style="list-style-type: none"> To say and recognise some places in a town in the target language To give simple directions to places in a town in the target language To read and understand some useful directions in the target language To copy some names of places in a town: Church, shop, park, pharmacy in the target language To write a sentence using nouns of shops in a town.
Family and faces	<ul style="list-style-type: none"> To know some important facts about Epiphany in the target language country To say some family nouns in the target language To write personal information sentences in 1st person singular about a family member in the target language To understand the nouns for face parts in the target language To write a simple descriptive sentence to describe a face
Face and Body Parts	<ul style="list-style-type: none"> To understand and respond to body part nouns and commands in the target language To understand and participate in yoga sequences including commands and body part nouns To identify singular and plural body parts in the target language To write some body parts in the target language To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective
Feeling Unwell/ Jungle Animals	<ul style="list-style-type: none"> To understand and say phrases to describe feeling unwell, aches and pains To remember some jungle animal nouns in the target language To understand adjectives to describe jungle animals in the target language To write a simple sentence or sequence of sentences to describe a jungle animal in the target language
The Weather/ Ice creams	<ul style="list-style-type: none"> To say different types of weather phrases in the target language To name the seasons in the target language To write a simple sentence to describe the weather in the target language To say ice cream flavours and spot sounds in the flavours in the target language To say an ice cream order in the target language To apply their language skills to learn other languages

KS2 – Stage 3 - Substantive Knowledge End Points

Talking about us/ School subjects and opinions	<ul style="list-style-type: none"> To know how to introduce themselves using extended sentences about how they are feeling and a reason why they are feeling this way. To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live. To say a third person singular sentence with details about someone else. To know at least five nouns for school subjects and can use this language in a spoken sentence. To say an extended opinion of a school subject including a reason for liking/disliking a subject.
In the city	<ul style="list-style-type: none"> To recall some facts about a city in the target language country To say and understand nouns for places in a city To ask for and give simple directions To participate in a dialogue for buying a ticket To write simple descriptive sentences to describe their town/city.
Healthy Eating / Going to market	<ul style="list-style-type: none"> To say some fruit and vegetables in the target language and use these in simple dialogues. To read and understand some fruit and vegetables in written texts in the target language. To understand plural nouns and how to write them To know to say 'I have' in the target language and that we use part of the verb to have . To understand how to say I haven't in the target language (negating) To write some fruits and vegetables To read and understand a recipe To write a recipe including ingredients and instructions
Clothes	<ul style="list-style-type: none"> To say nouns for some items of clothing in the target language. To read and write descriptive sentences with nouns and colour adjectives in the target language. To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in the target language To explore and use the verb 'to wear'
Out of this world	<ul style="list-style-type: none"> To ask and answer questions about someone's identity in the target language. To read and recognise names of planets in the target language To read some simple information about planets in the target language. To read and write simple sentences about an imaginary planet in the target language.
At the seaside	<ul style="list-style-type: none"> To read aloud and understand sentences about the seaside in the target language To create simple persuasive extended sentences in the target language To read and understand facts about going to the beach in the target language To explore beach culture in the target language country To apply their language skills to learn other languages

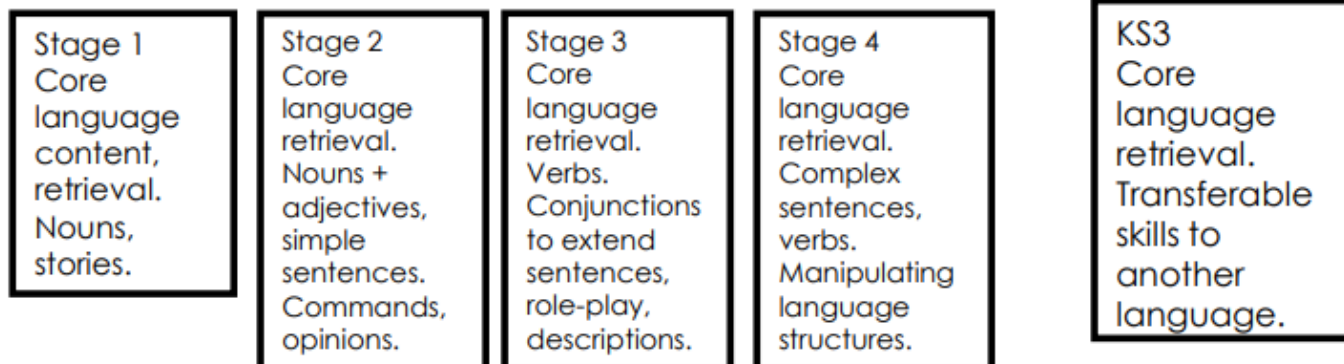
KS2 – Stage 4 - Substantive Knowledge End Points

Daily routine	<ul style="list-style-type: none"> To recall phrases to describe feelings in the target language To understand 'o'clock' phrases in the target language To talk about daily routine in the target language To answer questions about daily routine in the target language
Homes and Houses	<ul style="list-style-type: none"> To understand the nouns for rooms in a house in the target language To understand the nouns for some items of furniture To read and understand some simple descriptions of rooms in a house in the target language. To follow and understand a descriptive story To write descriptive sentences using adjectives of colour and size To recognise and understand some familiar and unfamiliar nouns in the target language To understand some prepositions
Playing and Enjoying Sport	<ul style="list-style-type: none"> To create opinions about a sport in the target language To look at and use the verb 'to play' To understand and write simple information about a sport in the target language To express a like or dislike of a sport in the target language
Funfair and Favourites	<ul style="list-style-type: none"> To know some nouns for fun fair rides and food in the target language To write simple sentences about a funfair in the target language To express opinions of favourite things in the target language, recalling prior learning To recall some key facts about a tradition in the target language country
Café culture	<ul style="list-style-type: none"> To know some facts about café culture To ask politely for snacks and drinks in the target language To understand information about food and meals To explore breakfast foods and different types of breakfast
Performance time	<ul style="list-style-type: none"> To participate in short sketches using familiar language To recall familiar core language in the target language To apply their language skills to learn other languages

Substantive Knowledge Timeline:

KS2 Language Detectives

Transition



Disciplinary Knowledge:

Lower Key Stage 2 End Points (Stages 1 and 2):

- To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language.
- To begin to form educated guesses based on the context of the language.
- To begin to use memory hooks to help remember.
- To begin to understand what helps make me a better language learner
- To engage with opportunities to practise to aid long-term memory
- To develop confidence to 'have a go' and learn from any mistakes.
- To write single words and set phrases with support
- To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language.
- To begin to practise bilingual dictionary skills.
- To develop as global citizens through broadening the understanding of the target language and culture.

Upper Key Stage 2 End Points (Stages 3 and 4):

- To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language.
- To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them.
- To use reading comprehension strategies such as skim and scan to understand unfamiliar language.
- To use context to form educated guesses and use this and prior learning to aid translation.
- To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language.
- To develop the ability to speak fluently (without conscious thought)
- To use a model effectively to aid writing grammatically accurate and extended sentences.
- To develop the ability to use and create memory hooks to remember more.
- To develop metacognitive strategies to learn and remember more language.
- To know how to use opportunities to practise to improve long-term memory and recall.
- To use a bilingual dictionary independently to look up unfamiliar words.

- To develop as global citizens through broadening the understanding of the target language and culture.

Disciplinary Knowledge Timeline:

KS2 Language Detectives

Stage 1 Introduction to 'cognate'. Use memory hooks. Simple, effective communication.	Stage 2 Simple, effective communication with more detail. Use of bilingual dictionary.	Stage 3 Simple, structured, effective communication. Manipulating language structures.	Stage 4 Simple, structured, effective and descriptive communication. Independent manipulation of language.
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Transition

KS3 Transferable skills to another language
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