



Brandesburton Primary School

Subject area: Modern Foreign Languages



MFL Statement of Intent, Implementation and Impact

‘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.’

Languages programme of study Key stage 2. National Curriculum in England (DfES September 2013)

By the time pupils leave Brandesburton Primary School we aim to develop pupils who:-

Are global citizens, able to express their ideas and thoughts in another language.

We believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. We believe that learning a foreign language can be instrumental in developing a pupil’s communication, speaking and listening skills which transfers across the curriculum. We want to lay the foundations for future language study by our pupils. In our school a foreign language is taught to all Key Stage 2 pupils as a discrete subject within the curriculum. In Foundation and Key Stage 1 modern foreign language learning is encountered through other subject areas such as geography, PSHCE and RE. They also have the opportunity to attend a French club with an external provider. We aim to foster a love of language learning and stimulate children’s curiosity about language. We want our pupils to develop their awareness of cultural similarities and difficulties.

Aims of the national Curriculum

To:

- 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.

Planning and Teaching

French is the modern foreign language taught in our school. We follow the languages scheme of work. We want to keep pupils engaged and language learning fun, so a range of approaches are used including games, songs, video-clips and role-play. We use interactive whiteboard resources to support the delivery of the language. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

In addition, opportunities are taken to integrate French into other areas of school life such as answering the register, simple classroom commands, counting in French and recording the date in French. Labels in the target language are displayed around our school designating different parts of the building and different resources. In response to lockdowns during Covid, the MFL lead took responsibility for planning and delivering language learning online via the school class blogs.

Every year we hold a whole-school language celebration day. The whole school are involved in a day of activities aimed at broadening the awareness of cultural differences and fostering an interest in the language and traditions of other countries, drawing on pupils' interests and backgrounds where possible.

Inclusion

MFL is taught to all pupils in Key Stage 2 as part of our broad and balanced curriculum offer. This is an integral part of our school vision 'Together We Believe, Together We Achieve'. The emphasis is on engaging all pupils with stimulating and exciting activities. Learning opportunities are matched to the needs of the pupils.

Staff training and development

The subject lead completed Primary MFL Initial Teacher Training awarded jointly by the Institut Universitaire de Formation des Maîtres de Lorraine and University of Hull. She mentors and coaches staff delivering MFL who are not subject specialists. This can take the form of planning activities and lessons or modelling lessons in the classroom. The subject lead attends regular CPD within the local cluster and cascades this information back to staff teaching MFL within the school.

Monitoring and Assessment

The subject lead monitors the delivery of MFL by observing lessons, coaching and mentoring and listening to pupil voice. Observational feedback sheets are completed and shared with the Head Teacher. The subject lead updates the MFL action plan termly and reports to the governing body. She liaises regularly with the governor responsible for MFL. The subject lead liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education. A year 6 transition document has recently been created by the local secondary school which all feeder schools including Brandesburton will complete to ensure a smooth transition in language learning into year 7.

Most assessment is formative and is used to support teaching and learning and inform future planning. Summative assessment is based on the age related expectations as set through the Primary ERSIP Languages Project 2018. (See appendix a)

Pupil Voice

I really like French because it's easy to learn and we play lots of games.
Bethany Class 3

French is fun. We play games like Jacques a dit to help us learn. Annabella class 3

Useful Websites

<https://www.bbc.co.uk/bitesize/primary>

<https://www.french-games.net/>

<https://www.lightbulblanguages.co.uk/>

<https://www.digitaldialects.com/French.htm>

Photos



joyeuses Pâques!
Happy Easter



La marelle

Appendix A

AGE RELATED EXPECTATIONS: Assessment Objectives

	Year 3	Year 4	Year 5	Year 6
Listening	Understand spoken words and phrases that I have been learning, including classroom language and praise words	Understand basic questions and identify key points in a few short spoken sentences	Understand the main points and some detail in a short text when spoken slowly and clearly	Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.
	Follow along and repeat key words from a song, rhyme or poem.	Join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Join in with familiar stories, songs, rhymes or poems, or parts of them when listening to the source material.	Produce from memory familiar parts of known stories, songs, rhymes and poems.
	Identify letter sounds in another language and use them to help me understand	Use strings of letter sounds to help me understand new words	Listen and apply knowledge of letter sounds to help understand more complex new words and short phrases.	Listen and apply knowledge of letter sounds to help understand new phrases or short sentences.
Listening (& writing)	Listen to the phoneme in isolation and write it accurately.	Listen to high-frequency familiar words when spoken slowly and clearly and apply in writing with understandable spelling.	Listen to and write familiar words reasonably accurately by applying phonic knowledge when spoken spoken slowly and clearly.	Write individual words accurately, building them from written syllables or write short phrases with understandable spelling, when delivery is slow, clear and repeated.
Reading	Understand some familiar written words	Read and understand a range of familiar written	Read and understand a short text made up of short sentences	Read and understand a text made up of a range of sentences

	and short phrases.	phrases and simple sentences.	with familiar language on a familiar topic.	with some familiar language on a familiar topic.
	Use the visual cues and context to follow the gist of a short text.	Identify the overall type of text from contextual cues and a few familiar words and start to use prior knowledge to work out meaning.	Spot new words introduced into short sentences made up of familiar material and use prior knowledge of the TL and English and the surrounding words to guess their meaning.	Work out meaning of new language introduced into a text made up of mainly familiar material and use prior knowledge of the TL and English and the surrounding words to work out meaning.
	Use a word list to locate specific words.	Use a word list (or dictionary or online resource) to check the spelling of a word.	Appreciate how to use a bi-lingual dictionary and know that there may be more than one entry for each word. Find the meanings of new words.	Use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.
Speaking (& Reading)	Read aloud some words and short phrases I have been learning, applying some phonics knowledge for good pronunciation.	Match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge for good pronunciation.	Read short phrases and sentences accurately that contain mostly familiar language, applying phonics knowledge for good pronunciation.	Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonics knowledge for good pronunciation.
Speaking	Ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable	Rehearse and perform short role plays drawing on one topic, with 2-3 exchanges and secure pronunciation.	Ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words.	Ask and answer simple questions on a few familiar topics, including expressing opinions and responding to those of others.

	classroom interaction.			
	Repeat and say familiar words and short simple phrases, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Use phrases and simple sentences independently (or more complex sentences with support) to describe people, places, things and actions, with good pronunciation.
Writing	Write some single words from memory, with plausible spelling.	Write simple words and several short phrases from memory with understandable spelling.	Write words, phrases and short simple sentences from memory from a familiar topic with understandable spelling.	Write a short, simple text from memory, using simple sentences from familiar topics with understandable spelling.
	Copy words and short phrases accurately.	Write words and phrases accurately using support such as a model or word bank to check	Write sentences accurately on a few topics using a model or a writing frame for support.	Write a few simple and possibly complex sentences accurately using support such as dictionaries, a model or writing frame.
	Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	Change a range of elements in sentences to create new sentences using a model. (e.g. change the noun or adjective or verb or qualifier).	Use a short text as a starting point for an independent piece of writing on a familiar topic, using reference materials to redraft and improve accuracy.	Use a text as a starting point for an independent piece of writing on familiar topics, using reference materials to redraft and improve accuracy.
Grammar	Use indefinite articles in the singular with masculine and feminine nouns	Use indefinite articles in singular and plural and definite articles in both singular and plural.	Use definite and indefinite articles with increasing accuracy. Can use the	Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.

	<p>Recognise definite articles and plural indefinites.</p> <p>Recognise the definite article with verbs of like / dislike and with sports.</p> <p>Form regular plural nouns.</p> <p>Identify adjective and noun position.</p> <p>Use some singular masculine and plural adjectives correctly.</p> <p>Use the high-frequency verb forms in the 1st person (eg j'ai, je suis)(French) or Tengo in Spanish confidently</p> <p>Use of the negative 'ne...pas' or 'No tengo' in Spanish</p>	<p>Use the definite article with verbs of like / dislike and verbs of sport.</p> <p>Use a variety of plural nouns, including some irregular ones.</p> <p>Use adjectives (agreement and position) with more confidence.</p> <p>Can use the connectives <i>and, but</i> and <i>also</i>.</p> <p>Use the high-frequency verb forms in the 1st & 2nd person (eg j'ai, tu as, je suis, tu es) (French) Tengo, vivo, llamo (Spanish)</p>	<p>connectives in the target language</p> <p>Agree adjectives for number and gender after 'because it is/they are'.</p> <p>Use 1st, 2nd & 3rd person of several regular verbs in the present tense in addition to the irregular high frequency verbs.</p> <p>Use time phrases such as the days of the week in sentence formation.</p>	<p>Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Agree adjectives for number and gender after because it is/they are, but still makes errors.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Can use subordinating connectives (if, because) and some may be able to use 'which'.</p>
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