



BROOK FIELD PRIMARY SCHOOL

Languages Policy Statement

INTRODUCTION

At Brook Field, we believe learning another language prepares pupils to participate in a rapidly changing world and a current society that promotes, celebrates and encourages various languages. Through a multi-sensory engaging approach, we aim to foster pupils' curiosity and deepen their understanding of the world. We promote creativity, confidence and diversity within society by providing challenging and rich opportunities for oracy within learning another language.

AIMS

At Brook Field, we want our children to develop an understanding and appreciation of cultural diversity. We aim to develop the following areas:

- Listen to spoken language and show understanding by joining in and responding.
- Speak with increasing confidence and continually developing accuracy in pronunciation.
- Write at varying lengths, for different purposes and audiences, using a variety of taught grammatical structures.
- Begin to read and recognise written vocabulary/single word and phrases to show understanding of a piece of writing based on the current topic.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES

Spiritual, Moral, Social and Cultural development is an inclusive element of our modern foreign languages curriculum with every opportunity taken within our sessions to develop our children's skills within this area further. Cultural development is a particular focus for our modern foreign languages provision with strong emphasis in developing an understanding and appreciation of the wide range of cultural influences. We aim to enhance our provision through an annual whole school theme day that celebrates different languages/cultures from around the world, a vital way to enhance pupils' perceptions and to promote positive attitudes towards cultural diversity. We also raise awareness to other languages via the celebration of 'European Day of Languages', a range of cross curricular activities are used to promote and bring attention to other countries.

PLANNING & TEACHING

A variety of techniques are used to encourage the children to have an active engagement in modern foreign language: these include games, role-play and action songs. We also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We use a multi-sensory approach when teaching a foreign language by introducing a physical element into some of the games, rhymes and songs. Lessons are made enjoyable so that children develop a positive attitude towards the learning of foreign languages.

Children are taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in French
- look at life in another cultures

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured

- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Equal access to this curriculum subject is provided for all children. Activities are planned to enable full participation of all children irrespective of ability, gender and race. Activities will be scaffolded to match the needs and abilities of pupils and recording in a variety of different ways through photographs, written work, sound recordings and pictures. More able children will be stretched within MFL sessions through different activities; the use of different resources; and challenging questioning to develop their understanding and vocabulary even further. For more information, please refer to the Teaching & Learning, SEND and Inclusion, also the More Able Policies.

ORGANISATION

Languages is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. KS1 aim to celebrate various languages of children within their classes and will spend some time learning basic greetings and songs in French and through class topics. For example Foundation Stage explore the Chinese New Year and are introduced to basic greetings. Throughout KS2, French will be taught through direct instruction, in addition to raising awareness of the different languages of the children in each year group.

RESOURCES

There is an area full of resources in the mobile classroom for staff to access when needed. In addition, the teaching support materials that are readily available are saved centrally for all staff to access via the intranet. For some topics the development of a 'real life' experience day is used to enrich the curriculum, for example an experience day for the topic Monter un café (Setting up a café) providing rich and meaningful opportunities for oracy. Further resources include a range of website links that the co-ordinator shares with all staff.

ASSESSMENT & MONITORING

Children's work is monitored through a French 'big book' where children's work is presented and displayed showing the quality of work. Discussions, questions (linked to Bloom's Taxonomy) and observations of children speaking, listening, reading and writing is assessed to inform the teacher judgement. Progress is typically assessed informally during each lesson and formally at the end of each unit. Children will be assessed against the year group objectives and their progress will be recorded as below, at, above or significantly above at the end of each unit. For further information, please refer to the Assessment Policy.

MODERN FOREIGN LANGUAGES CO-ORDINATOR

The role of the MFL co-ordinator is to:

- Monitor the MFL carried out across year groups by scrutiny of work, planning, assessment and pupil voice. This includes monitoring of the frequency of other language teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject.

APPENDIX 1 Curriculum Map for Languages

Progression of Knowledge and Skills

Topics Adapted from QCA	Unit 1 Moi (All about Me)	Unit 7 On y va! (All Aboard)	Unit 15 En route pour l'école (On the way to school)	Unit 19 Notre Ecole (Our school)
	Unit 6 Ca Pousse! (Growing things)	Unit 9 Raconte-moi une histoire (Tell me a story)	Unit 18 Les Planets (The Planets)	
	Unit 2 Jeux et chansons (Games and songs)	Unit 11 Le Carnaval des animaux (Carnival of the Animals)	Unit 13 Bon appetite, bonne sante (Healthy Eating)	Unit 23 Monter un café (Setting up a café)
MFL	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action. Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly T1,T3,T5</p> <p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language. Appreciate stories, songs, poems and rhymes in the language</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases. T1,T3,T5</p> <p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language. Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. T1,T3,T5</p> <p>Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases. T1 and T6</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words and short simple phrases, using understandable pronunciation. T1,T3,T5</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Use common phrases. Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children can and perform short role plays on one topic, with several exchanges and secure pronunciation. Children can produce short pre prepared phrases on a familiar topic, with secure pronunciation. T1,T3,T5</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences</p>	<p>Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. T1,T3,T5</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences</p>	<p>Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence. Children can ask and answer simple questions on a few very familiar topics. T1 and T6</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>

Writing	<p>Copy simple vocabulary. Write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning.</p> <p>T1,T3,T5</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.</p>	<p>Write simple words and several short phrases from memory Children use understandable spelling.</p> <p>T1,T3,T5</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>T1,T3,T5</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.</p>	<p>Adapt taught phrases to create new sentences Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p> <p>T1 and T6</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.</p>
Reading	<p>Begin to recognise written vocabulary/ single words Begin to recognise written phrases.</p> <p>T1,T3,T5</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>T1,T3,T5</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic. Read short passages and pull answer questions on what they have read.</p> <p>T1,T3,T5</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p> <p>T1 and T6</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>
Grammar	<p>Use indefinite articles in the singular with masculine and feminine nouns. Can use the high-frequency verb forms (I have, it is, there is/are). T1,T3,T5</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequencers.</p> <p>T1,T3,T5</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Use all persons of several regular verbs in the present tense (with the support of a frame).</p> <p>T1,T3,T5</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>T1 and T6</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

