



'God's love shines through us by the work of our hands'

let your light shine before others, so that they may see your good works and give glory to your Father in heaven.
(Matt. 5:14-16)

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

French

Intent:

At Norley, we recognise that learning a modern foreign language is a statutory entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write another language during Key Stage 2 will provide the basis for learning other languages, which in turn will provide important opportunities for future study and work in other countries. In our school we teach French.

Our main objectives in the teaching of French are to promote the development of linguistic competence and confidence in speaking and writing as well as an understanding and awareness of the world and other cultures. To accomplish this, we will help the children to do the following:

- familiarise themselves with the sounds and written form of French;
- develop particular language-learning skills;
- begin to understand a new language and communicate in it;
- make comparisons between languages;

- learn about different countries and their people;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Implementation:

We recognise that language learning in its broadest sense has three core strands:

- learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting);
- learning about language (reading and writing in the foreign language and learning about the writing system, spelling and structure of the language);
- learning about and comparing different cultures (inter-cultural understanding).

We will encourage pupils to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language, learning that they can use these in the future when studying other foreign languages.

We base our teaching on the National Curriculum programme of study and the Primary Languages Network for or French teaching. We have adapted this to the context of our school and the abilities of our children. We use a variety of techniques to encourage children to engage actively in learning French: these include games, role-play, songs and rhymes (particularly action songs). We may use videos, sound recordings and songs to demonstrate the language and for the pupils to hear more than one voice speaking the language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach skills in all four strands of language – listening, speaking, reading and writing. We also use a multi-sensory and kinaesthetic approach to teaching to reinforce memory. We aim to make lessons entertaining and enjoyable in order to develop a positive attitude to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative. We allow for differentiation by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

Organisation

We follow the Primary Languages Network programme, which has been adapted to meet the needs of our children. This scheme provides long- and medium-term planning. Short-term planning is completed on a lesson-by-lesson basis, showing the specific learning objectives and expected outcomes. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand appropriate grammar;
- write at an appropriate level (words, phrases, sentences and paragraphs);
- use a dual language dictionary;
- look at life in another culture.

Modern foreign languages and inclusion

At Norley, we teach French to all children, whatever their ability and this modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable pupils to have access to the full range of activities involved in learning a modern foreign language.

Impact:

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression.

We focus on progression of knowledge and skills, and discreet vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language;
- Marking of written work in French booklets;
- Images and videos of children completing speaking and listening activities;
- Interviewing the pupils about their learning (pupil voice);
- Annual reporting of standards across the curriculum to parents;
- Learning walks;
- Subject tracking.

The contribution of MFL to teaching in other curriculum areas

English - The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, supports the understanding of various aspects of grammar and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics – Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games that reinforce counting and calculation skills, expand their understanding of date and increase their knowledge about money.

Science – Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes'. They also learn about typical French food.

Computing – Children use videos, games and programmes on the interactive whiteboard to support and engage them in their learning of French.

Geography – We ask the children to do research on the different countries in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons children will learn about the climate of the countries in which the language is spoken.

History - We teach children about traditional festivals of the countries whose language we are studying and compare them to ours.

Art & DT – Children use a variety of Art & DT skills to present their knowledge and understanding, e.g. menus, fact files, comic strips, posters and booklets.

Music – We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody.

PE – We teach children active games that require fast reactions, for example, French version of 'Simon Says' and 'Corners'.

Personal, social and health education (PSHE) and citizenship – One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education – By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Assessment

We assess the children's progress by making informal judgements during lessons or through the work the pupils produce, against the attainment targets set out in the National Curriculum 2014. Marking and verbal feedback provides guidance to aid the children's progress.

At the end of each term, the teacher makes a summary judgement on 'Balance' about the attainment of each pupil in relation to the skills set out in the National Curriculum programme of study.

Monitoring and review

The coordination and planning of the MFL curriculum is the responsibility of our French peripatetic teacher and subject lead who keeps informed about current developments in the subject and provides a strategic lead and direction for this subject.

Long Term Planning

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2 Yr 1/2	Songs, finger rhymes, stories with emphasis each half term on children listening and taking part and becoming aware of recurring vocabulary – colours, no.s to 10, parts of the body, animals etc					
Class 3 Yr 3/4	Greetings, no.s to 12, introducing self	French days of the week, pencil case vocabulary, masc./fem. nouns	No.s to 20, colours, position of adjectives	French months, pets,	No.s to 31, birthdays, leisure activities, opinions	Where I live, countries, nationalities, , 1 st ,2 nd , 3 rd person singular of some regular verbs, avoir/être
Class 4 Yr 5/6	Review of general conversation, emphasis on reading aloud, weather, time (digital)	Review French days, months, dates, birthdays, pencil case vocabulary	French alphabet, forming questions, adjectival agreement, forming negative sentences	Pets, opinions	No.s to 60. Leisure activities, present tense of regular, some irregular verbs, negatives, simple and complex sentences	Where I live, countries, nationalities, languages
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2 Yr 1/2	Songs, finger rhymes, stories with emphasis each half term on children listening and taking part and becoming aware of recurring vocabulary – colours, no.s to 10, parts of the body, animals etc					
Class 3 Yr 3/4	Greetings, no.s to 12, introducing self	French days of the week, family vocabulary, masc./fem. nouns	No.s to 20, colours, position of adjectives, food	French months, shopping,	No.s to 31, birthdays, parts of the body, feeling unwell, opinions	Where I live, countries, nationalities, , 1 st ,2 nd , 3 rd person singular of some regular verbs, avoir/être, holidays

Class 4 Yr 5/6	Review of general conversation, emphasis on reading aloud, weather, time (digital)	Review French days, months, dates, birthdays, family vocabulary	French alphabet, forming questions, adjectival agreement, forming negative sentences, food	Shopping, opinions	No.s to 60. Parts of the body, feeling unwell, present tense of regular, some irregular verbs, negatives, simple and complex sentences	Where I live, countries, nationalities, languages, holidays
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