



**BREThERTON ENDOWED CE PRIMARY SCHOOL
Modern Foreign Language Policy**

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. As pupils begin to understand and appreciate different cultures, people and communities, they too begin to think of themselves as citizens of the world as well as of the United Kingdom. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and Objectives

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's European awareness.
- To awaken an interest in foreign cultures and life-styles.
- To develop the children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest.
- To give a sound start for further development at Key Stage 3 and beyond.
- To continually review and modify the curriculum in the light of current research.

Teaching and Learning

Bretherton Endowed uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning – the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

In line with Framework guidelines, all KS2 pupils learn French for approximately 30 minutes per week or an hour each fortnight. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines where appropriate.

We have a 2 year rolling programme that starts in Class 2 – year 2 children upto year 6.

The intent is that all content will be continuously updated and reviewed annually, creating 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 or exceeding national DfE requirements.

The teaching of the four key skills (**listening, speaking, reading and writing**) will be centred around the pillars of language learning; phonics, grammar and vocabulary. These skills will be built up year on year across KS1 & KS2 to ensure there is structured linguistic progression. There will be opportunities for pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will build a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

Oracy: Listening and responding

Children should be taught how to listen carefully and discriminate sounds, identify meaning and develop auditory awareness. Teachers should use the following activities:

- respond on hearing a certain word(s), structures or phrases, e.g. put up hands, hold up an object, picture or word card, stand up;
- listen and respond to songs, poems or stories, and listen for certain details, information, repeated words or rhyming words;
- play games that require concentration on listening, such as 'Simon says', 'bingo' or 'true or false';
- respond to what they hear by performing an action or answering a question;
- pick out specific details from longer passages of familiar language, e.g. name, place, cost;
- listen to audio, videotape or CD-ROM and note down information;
- listen to and attempt to retain a sequence of numbers, letters or words which children then repeat, e.g. Je vais à Paris, elle va à Lille, il va à Nantes.

Oracy: Speaking

The focus should be on correct pronunciation and intonation.

Activities might include:

- reinforcement activities using visual aids (see 'Teaching and Learning Styles')
- joining in with songs, poems and rhymes and then learning them by heart
- integrating previously learnt language with newly learnt language;
- manipulating language, *e.g. using vocabulary and structures for a range of purposes and in a range of different contexts, changing the person of verbs, using plurals, forming negatives and questions;*
- taking part in pair and group work, *e.g. finding out and exchanging*
- *information, devising sketches and role plays;*
- recording onto video- or audiotape, *e.g. poems, songs, information about school, town, sketches, presentations;*
- preparing for a presentation/assembly.

Literacy: Reading and responding

Techniques used and developed during children's work in literacy should be used. Activities should include:

- replacing visual cues gradually with text cues;
- reading new words by sounding out and blending their separate parts;
- sounding out syllables in words to help memory;
- grouping similar sounds together;
- playing word games, e.g. word and picture dominoes, matching pairs; sorting and dictionary work;
- shared reading of short fiction and non-fiction texts including different text types e.g. newspaper reports

Literacy: Writing

Activities might include:

- finger writing in the air;
- writing new words by combining the spelling patterns of their sounds;
- communicating real messages by writing and sending e-mails;
- writing down personal information as it is learnt to create a pen portrait;
- making labels and posters;
- acrostic poetry, shape poetry;
- creating and extending sentences using familiar language;
- using a familiar structure as a framework for creative writing;
- preparing text for a wall display or presentation.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners and global citizens.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS1 and KS2, which will be taught by Class Teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, phonetic and grammatical knowledge organised around age-appropriate topics and themes – building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. 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 the language they are learning.

Language Angels are categorised by ‘**Teaching Type**’ to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. 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.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to the PYP transdisciplinary themes, however where this is not possible, discrete teaching will take place. 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 are provided with a **Progression Map** and **Grammar Grid** (downloadable from the “Curriculum Guidance” area of the Language Angels website) 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.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the pillars of **vocabulary, phonics** 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’.

The school has a **unit planner** in place which will serve as an overall ‘teaching map’ outlining for all teachers within the school what learning is to be covered in each year group. Each teacher is to have a copy of this and to be aware of the expected coverage. The unit planner specifies phonic teaching, grammar and language units (topics) to be covered. 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. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- 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.
- Every unit will also include **phonetic knowledge**, which will gradually build over the years of language acquisition to enable children to tackle pronunciation and read in the foreign language independently.
- 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. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as ‘**language Lego**’. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals. Teachers will assess classes against the school’s Foundation Assessment Document at termly intervals, in line with the school policy.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Take the register in French
- Develop and promote Language Ambassadors.
- Hold foreign language celebration assemblies.
- Look for opportunities to recap discrete teaching within PYP lessons, where there is a clear and meaningful connection.
- Sing songs such as Happy Birthday or a Christmas carol in French
- Hold school celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and 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.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week 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 scholastic term.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified through the End of Unit Skills Assessments and recorded on the school's Foundation Assessment Tracker. This will

enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

Resources

Resources are stored centrally; the school library contains many books that match language topics and can be used and displayed in the classroom. French dictionaries are available in classrooms to support learning.

Assessment and Recording

Each class has a French floorbook which contains weekly learning including new phrases, individual and collaborative work and photographs. Some classes have folders Y3-6 complete assessments at the end of each unit to identify progress of learning. Skills tests recorded on the Language Angels website where contextual data can be viewed. Teacher assessments are reported to parents at the end of each year in final report to the topics being studied. The Curriculum Leader will then analyse this data and provide feedback to the Language Leader in order to inform and improve future practice.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of source material, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Children with special educational needs will be encouraged in all aspects of French appropriate to their ability. Teachers will plan tasks to match their ability and additional support may be given by a support teacher to enable pupils to progress and demonstrate achievement.

Provision will be made for pupils who need to use –
Means of communication other than speech, including computers.
Non-sighted methods of reading.
Technological aids.
Aids to allow access to practical activities within and beyond school

Spiritual, moral, social and cultural development and British Values

Social - French supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language.

Moral - French supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures.

Spiritual - French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves in the target language.

Cultural - French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world.

Equality Statement

Bretherton Endowed CE Primary School – Policy Document

At Bretherton Endowed CE Primary School, we actively seek to encourage equity and equality through our teaching.

As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

This policy was adopted : October 2022

This policy will be reviewed before the end of 2024

All aspects of our policy intend to comply within the Data Protection (GDPR) legislation.



Headteacher : Mrs Alison Moxham

Chair of Governors : Mr T. G. Wilson

www.brethertonschool.org.uk

Bretherton Endowed CE Primary School – Policy Document

Appendix 1

2 year rolling programme can be found on our Language page of the website.

Appendix 2

Milestones in Languages

Languages in Class 2 (year 2 and 3)

- Read out loud everyday words and phrases.
- Use phonic knowledge to read words.
- Read and understand short written phrases.
- Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words.
- Write or copy everyday words correctly.
- Label items and choose appropriate words to complete short sentences.
- Write one or two short sentences.
- Write short phrases used in everyday conversations correctly.
- Understand a range of spoken phrases.
- Understand standard language (sometimes asking for words or phrases to be repeated).
- Answer simple questions and give basic information.
- Give responses to questions about everyday events.
- Pronounce words showing a knowledge of sound patterns.
- Identify countries and communities where the language is spoken.
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.
- Show awareness of the social conventions when speaking to someone.

Languages in Class 3

Pupils:

- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.
- Write a few short sentences using familiar expressions.
- Express personal experiences and responses.
- Write short phrases from memory with spelling that is readily understandable.
- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.
- Describe with some interesting details some aspects of countries or communities where the language is spoken.
- Make comparisons between life in countries or communities where the language is spoken and this country.

Languages in Class 4

Pupils:

- Read and understand the main points and some of the detail in short written texts.
- Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.

Bretherton Endowed CE Primary School – Policy Document

- Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.
- Show confidence in reading aloud, and in using reference materials.
- Write short texts on familiar topics.
- Use knowledge of grammar to enhance or change the meaning of phrases.
- Use dictionaries or glossaries to check words.
- Refer to recent experiences or future plans, as well as to everyday activities.
- Include imaginative and adventurous word choices.
- Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
- Use dictionaries or glossaries to check words.
- Understand the main points and opinions in spoken passages.
- Give a short prepared talk that includes opinions.
- Take part in conversations to seek and give information.
- Refer to recent experiences or future plans, everyday activities and interests.
- Vary language and produce extended responses.
- Be understood with little or no difficulty.
- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country

Appendix 3

Links to Social Moral Cultural Education

Spiritual, Moral, Social and Cultural Development within Languages at Bretherton

At Bretherton Endowed CE Primary school we believe that Modern Foreign Languages provides significant opportunities for children to develop Spiritually, Morally, Socially and culturally:

MFL provides many opportunities to embed SMSC across the curriculum and here at Bretherton Endowed we make a conscious effort to ensure that our children benefit from this whenever and wherever possible. We encourage the children to explore their emotions through the use of a modern foreign language and to reflect on different uses of language, choice of vocabulary and purpose. In addition to exploring language use and cultural differences, the children are enhancing their creativity and self-esteem.

Our children understand that perseverance, one of the Christian values celebrated in school, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of language exploration allows the children to engage with the deeper, most spiritual part of themselves. The ethos in school encourages respect for other pupils and staff and this is enhanced within MFL lessons, which promote respect for other people, their language and culture. This in turn prepares our pupils for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others without recourse to dispute or resentment.

The social responsibility we have to each other is clearly demonstrated in the many ways in which our children collaborate during MFL lessons and projects. This gives a practical meaning to the Christian values of trust, compassion and service, values which we encourage and respect as a school community.

MFL is an area in which the children are able to explore other cultures, (that of France in particular). This leads to a greater understanding of different ways of life and a respect for diversity in languages and different foreign cultures, their heritage and history.

Spiritual

MFL supports spiritual development by teaching pupils to accept and embrace other languages and cultures. In relation to this, pupils learn about the religious and spiritual beliefs of the people in France. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. This gives them the opportunity to consider ‘identity’ and what it means to them and others. Children explore emotions through language, reflect on different uses of language and they are often given the opportunity to use their imagination and creativity in groups and pair work. MFL promotes self-esteem by developing pupils’ confidence; pupils are encouraged to: try new things including performing in front of their peers which promotes appreciation and support; exercise peer-coaching, and work as part of a team.

Moral

MFL affords pupils opportunities to explore moral issues through a range of listening, reading, writing and speaking activities. It supports moral development by encouraging pupils to show empathy and understanding and learn about right from wrong and the choices that famous figures from French culture have made or suffered. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identify and explore many moral issues in a global society: pupils learn about environmental issues, equality of education; differentiating between rights, needs and wants, and classroom learning is supportive of whole school

and international projects, such as Refugee Week. MFL encourages respect for others' cultures and languages and it promotes trust and fairness.

Social

MFL supports social development by encouraging pupils to work proactively and co-operatively in pairs and groups. Pupils are encouraged to experiment with language and learn from their mistakes. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures. In lessons, pupils are expected to use each other as learning tools and develop social strategies for giving and responding to feedback. Independence and self-esteem is nurtured and success is celebrated in and out school by using positive feedback from teacher and peers, French stickers, and the distribution of MFL awards in Assemblies and on displays. We are looking to develop links to a school in France so pupils get the opportunity to share views and opinions and show respect for each other's environment.

Cultural

Cultural development and cultural awareness are fundamental in language learning at Bretherton Endowed CE Primary School. Exploration of language and culture is crucial to language learning, whether through lessons, celebrations of typical French traditions, promoting international and school projects, assemblies, multilingual after school clubs, multilingual books or school trips. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. In MFL we invite foreign visitors to our school, to show respect for and enhance the diversity of languages and cultures within our school community.