



Brindley Heath Academy Modern Foreign Languages Policy

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1. Curriculum INTENT

“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.”

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

“ ...understand and respond to spoken and written language from a variety of authentic sources.”

National Curriculum Aims

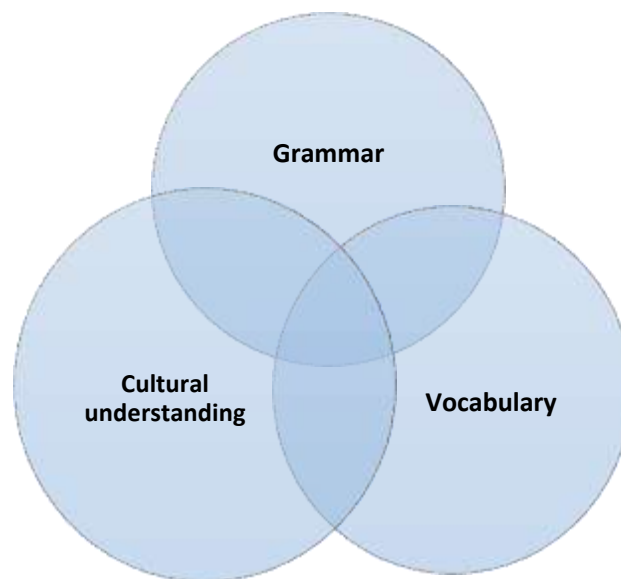
Language learning should be a rewarding, confidence-building and enjoyable experience. Students will develop a wide range of transferable and lifelong learning skills. Furthermore, learning a foreign language will enable students to develop a strong understanding of the world beyond their own lives and everyday experience; they will learn that the world is diverse and rich in different cultures, history, customs and perspectives which may be different from their own.

Aims and Values

Brindley Heath Academy's curriculum has been designed to:

- Foster curiosity and deepen an understanding of the world, thus promoting and encouraging respect and tolerance of others - ***be respectful.***
- Ensure learners are allowed to practise and improve their language skills in an unthreatening and encouraging environment, where children are enabled to stretch to their full potential - ***be aspirational.***
- Empower learners to embrace mistakes, try activities that may be out of their natural comfort zone, in order to move learning forward - ***be resilient.***
- Equip learners to fulfil their potential, helping them to become confident speakers, focussing on the keys to success in lessons, ensuring written tasks are recorded in line with the school's presentation policy - ***be proud.***
- Allow children to express themselves, share experiences and learn from culturally enriching activities, in order to build their cultural capital - ***be you.***

2. Curriculum IMPLEMENTATION



1. Powerful Knowledge

- Powerful knowledge in MFL is understanding how language is formed, knowing how to communicate effectively and developing an understanding of the wider world beyond the pupils' everyday experience.
- As teachers, it is helpful to provide connections for pupils, encouraging them to draw links with other curriculum areas, such as English grammar, drawing comparisons and observing similarities and differences, including observing language links (root words/ cognates/ false friends).
- The MFL curriculum is devised as a cohesive whole in order to allow children to be able to make connections to prior knowledge and be ready to acquire new learning.

2. The Discipline of Foreign Language Teaching

- The four key skills in foreign language learning: listening, speaking, writing and reading.

- These will naturally be embedded within every learning journey, although the weighting between spoken and written activities, along with active and passive learning, will vary from lesson to lesson.
- In addition, cultural capital is built upon by referencing and discussing the dangers of stereo-typing, learning about links with other languages, investigating where French is spoken in the World and embracing cultural similarities and differences.

3. Methods of Language Acquisition

- A range of mother tongue sources are used within our teaching. These include songs, stories and videos (often sourced through YouTube or the Primary Languages Network Scheme).
- Active participation is paramount to language acquisition: listening and speaking activities will build to include written activities.
- The curriculum is designed to ensure sequential learning of grammar, vocabulary and include the study of cultural diversity and understanding
- Teachers deliver discrete lessons in accordance with the Primary National Languages Scheme which has been carefully designed to build on children’s previous knowledge, working as a spiral of knowledge and skills, in order to maximise progress and embed learning.
- Vocabulary is met and built upon sequentially over the 4 stages of learning within the PLN Scheme and phonics are learnt in context to enable children to develop their skills in reading and writing (see below).
- Lessons are taught regularly (1 lesson per week between 30-45 minutes) to maximise the teaching and learning of powerful knowledge, allowing children to revisit and consolidate learning as they progress through their learning journey.
- Routine procedures help embed our learning: the morning register is taken in French “Bonjour Monsieur/ Madame ... les sandwiches / le déjeuner chaud, s’il vous plait”, children are encouraged to say “bon appetit” in the dining hall and children will build up a bank of ‘good-bye’ words at the end of the day. As a result, children develop their knowledge of vocabulary, phonics and grammar (the adjective ‘chaud’ comes after the noun) and improve their pronunciation, grammar, learning to speak fluently and with confidence.
- A variety of language learning strategies are used in order to help every learner, be they visual, auditory or kinaesthetic learners (songs, films, matching activities, actions).
- Learners are encouraged to draw links with other curriculum areas and previous learning, thus enabling them to use higher order thinking processes.

Phonic progression

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y3	ix numbers	i days of the week	ch/ oi animals	ez Practising commands	une/un fruits	ons picnic story
Y4	oi/eu/ou numbers and colours	ou/ch shops	in numbers 11-31	é / ou /oi parts of the body	en illnesses	ch/en/on ice creams
Y5	qu/ in school subjects and opinions	eu/eau buying a gift	qu/que class survey questions	au/ou clothes and descriptions	ille/ é new special questions	ge/ jou beach story
Y6	ais daily routine questions	ai/an/am the house	ais/oue sports	eux / i/é opinions		

Resources

- Lessons are devised and run in line with **Primary National Languages Scheme**. This scheme provides support for the non-specialist, with mother tongue pronunciation and allows teachers the freedom to teach creatively according to their ability, whilst keeping an organised structure of repeated grammar and vocabulary that allows progress to be made over the 4 years of KS2 learning at Brindley Heath Junior Academy.
- YouTube is a good source of mother tongue language (songs/ stories) and a way of travelling the world from our classroom
- Collins Primary Bilingual French/English dictionaries

Enriching the curriculum

The curriculum is enriched by:

- French is integral to the daily school routine of register, 'bon appetit' at lunch and goodbye at the end of the day
- An annual 'French' day
- A French drama company visiting and performing in school
- Maps are displayed in every classroom to show where French is spoken around the world
- Links are actively made relating to other subject areas (E.g. R.E. cultural discussions - similarities and differences compared, embraced and celebrated, comparisons made between the use of adjectives in English and French, or the spotting of language links with the meaning of words - Nordic, nord, north, can be made
- Children's own knowledge and experiences of other languages and cultures (holiday news) is shared and valued
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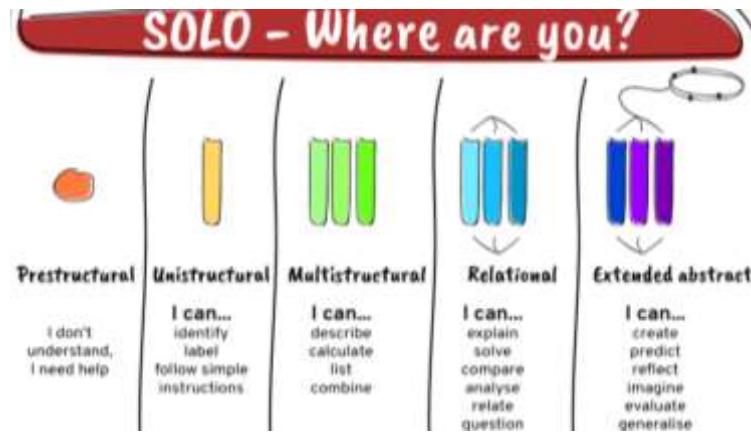
Meeting the needs of all children

"Younger children are more open and receptive to language learning, and have an innate curiosity when learning a language, its new words and new sounds. They are confident, curious and less anxious learners. Learning a new language has also been shown to improve critical thinking skills and to enhance social skills."

The Association for Language Learning

Hence, teaching French as a modern foreign language is a valued tool within our curriculum at Brindley Heath, where it allows all children to make progress. The more able pupil will extend their learning by explaining, generalising and reflecting on their learning (using the higher order thinking skills of the Solo Taxonomy) and children with learning difficulties will be able to start their learning from the same base point, allowing the opportunity to enhance confidence and build self-esteem. French lessons are a great leveller; they are practical and inclusive by nature, hence allowing many SEND pupils the opportunity to excel.

Learning is designed to allow all children to achieve to a high-level which is facilitated through varying levels of support, scaffold, standard and stretch keys to success. The SOLO taxonomy enquiry questions support teachers' planning and help move each child's learning forward. Children are encouraged to find the right starting place for their learning each lesson, according to their 'Goldilocks Zone'.



Children are given the opportunity to decide whether they require scaffold or support to access the learning in a lesson, or whether they are working at expected standard or if they are more confident able learners, they will be given the possibility to stretch themselves further.

Strategies for Scaffold, Support:

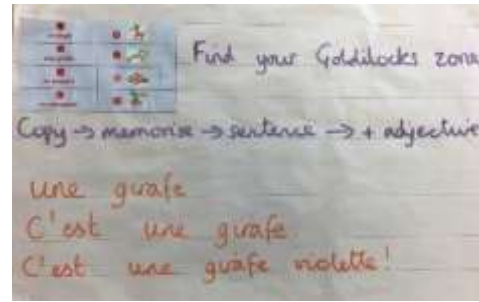
- Speak with the support of class/ teacher/ partner others
- Listen, watch and join in actions
- Repeat a word / phrase / sentence
- Copy
- Sort
- Match
- Recall words/ phrases
- Write a sentence using sentence stem and phrases
- Identify and colour
- Illustrate to show your understanding
- Look, say, cover, write, check to memorise words/phrases

Strategies for Stretch:

- Use your knowledge to create more complex sentence structures using negatives / conjunctions
- Explain how or why (Do we need an adjective agreement? Why is the word order different to English)
- Use a bilingual dictionary to extend your vocabulary and create your own sentences
- Use previously learnt phonic knowledge to read new words
- Use previously learnt grammar knowledge in a new context
- Compare and discuss cultural similarities and differences
- How do you think we can?
- Use a variety of language learning strategies to decipher new vocabulary and understand a word/ passage – explain your thought procedure

Example lesson SSSS: (scaffold/support/standard/stretch)

- S – copy given phrases
- S – copy and sort phrases with a partner
- S – copy and sort phrases independently
- S – create more complex sentences using negatives and conjunctions



3. Curriculum IMPACT

“Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.”

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

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will be able to communicate with each other in French
- Children will become aware that a language has a structure, and that the structure differs from one language to another
- Children will enrich their language learning by developing an understanding of the French culture
- Children will learn how language skills can be applied to other languages, including their own
- Progression will be seen in each child’s exercise book as evidence of their learning journey
- Progression of spoken language will be evident in active spoken lessons, where children are provided with the opportunity to grow in confidence and fluency when communicating in French
- Progress will also be monitored through Pupil Voice, book looks, learning walks and recordings of spoken lessons saved on Teams (teachers are asked to record and save a selection of lesson snippets for monitoring purposes)
- ‘Bubble’ record sheets for each class monitor and ensure that the correct subject knowledge is delivered
- Each teacher has a phonic chart to record the progression of taught phonic sounds - to be used as a reference when meeting new vocabulary, enabling language learners to develop skills in the reading and writing of French

Lynda Astill (MFL Coordinator)

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