



Haydon Wick Primary School

Modern Foreign Languages (MFL)

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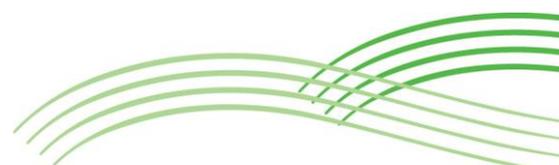
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Haydon Wick Primary School Modern Foreign Language Policy (MFL)

Introduction

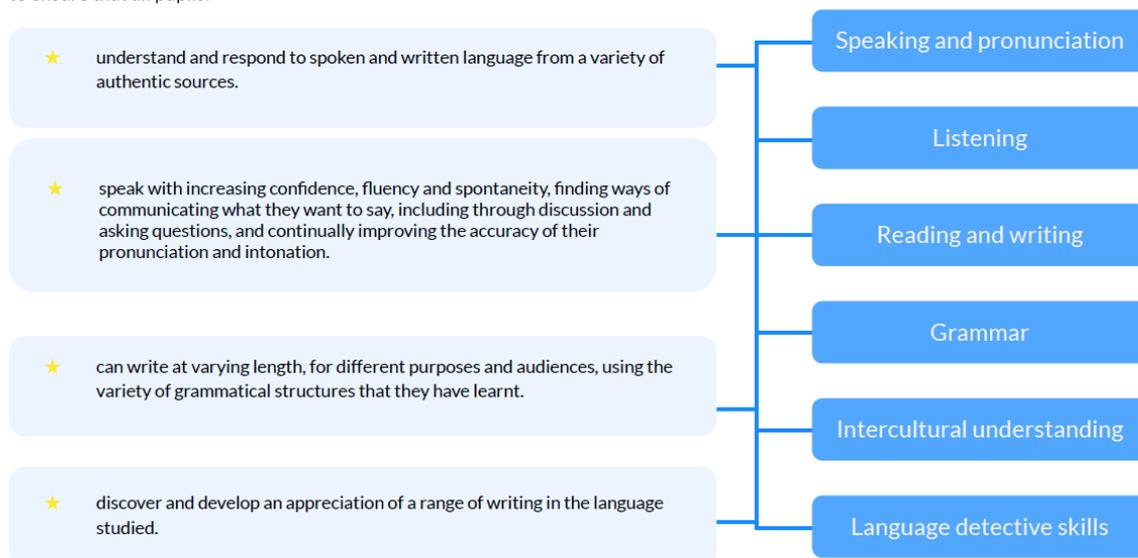
As part of a new primary National Curriculum, which came into effect from September 2014, learning French has become a requirement for children within KS2. Haydon Wick Primary School has taught previously taught French through whole class lessons, using both schemes of work and teaching through stories and French texts.

The Kapow scheme of work which has been implemented aligns well with the requirements of the National Curriculum:

How does Kapow Primary's scheme of work align with the National Curriculum?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum Programme of Study for Languages aims to ensure that all pupils:

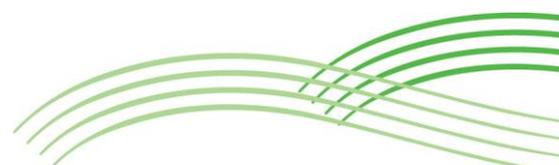
We have identified these strands which run throughout our scheme of work:



Our [Curriculum overview](#) shows which of our units cover each of the National Curriculum attainment targets as well as each of these strands. Each lesson plan references the relevant National Curriculum objectives, along with cross-curricular links to any other subjects.

Aims

We aim to develop children's experience of language acquisition and encourage curiosity about languages. To develop their understanding of what they hear and read and have an ability to express themselves in speech and writing. Extend their knowledge of how language works and explore differences between French and English. And strengthen their sense of identity through learning about culture in French speaking countries and comparing it with their own culture. Teaching and Learning Overview Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.



The national curriculum for languages aims to ensure that all pupils:

- *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.*

Developing 'Language Detective Skills'

This element of the scheme is crucial to developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages. It involves:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words

The scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills also helps pupils develop their understanding of the English language and its grammar conventions.

Implementation

The Kapow French scheme of work is designed with six strands that run throughout. These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

The National curriculum mapping shows which of the units cover each of the National curriculum attainment targets as well as each of the strands. The Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2. Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond. The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity,

allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning

Organisation

French is taught in a whole-class setting by the class teacher. Teachers plan and teach using the Kapow Scheme of work. Teaching focuses on enabling pupils to make substantial progress. The teaching provides an appropriate balance of spoken and written language and should lay the foundations for further 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. SEN children have access to the curriculum through variation of task, grouping or support from an adult. Each class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work which is kept in individual children's French folders.

Below is an outline of the coverage within KS2 (and Year 2s in Hedgehogs class):

		Haydon Wick Primary School Modern Foreign Languages Long Term Plan (Kapow)							
	Cycle	Hedgehogs	Meerkats	Badgers /Otters	Jaguars/Tigers	* Some children will be taught the same French in Year 2 and Year 3 and so the lessons may need to be tweaked / alternative resources used. However, there is no statutory required for KS1 to be taught French so this could be viewed as 'pre-teaching'.			
2022-23	A	Everyone teach Year 3 French							
2023-24	B	Y3*	Y4	Y4	Y4				
2024-25	A	Y3	Y3*	Y5	Y5				
2025-26	B	Y3*	Y4	Y4	Y6				
2026-27	A	Y3	Y3*	Y5	Y5				
2027-28	B	Y3	Y4	Y4	Y6				

	Cycle (From 2025)	Year to be taught	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3 Hedgehogs	Both	Year 3	French greetings with puppets	French adjectives of colour, size and shape	French playground games- numbers and age	In a French classroom	French transport	A circle of life in French
Year 3 Meerkats	A	Year 3	French greetings with puppets	French adjectives of colour, size and shape	French playground games- numbers and age	In a French classroom	French transport	A circle of life in French
Year 3 Meerkats	B	Year 4	Portraits - describing in French	Clothes- getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food- miam, miam!	French and the Eurovision Song Contest
Year 4/5 Badgers and Otters	A	Year 5	French monster pets	Space exploration – In French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
Year 4/5 Badgers and Otters	B	Year 4	Portraits - describing in French	Clothes- getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food- miam, miam!	French and the Eurovision Song Contest
Year 5/6 Tigers and Jaguars	A	Year 5	French monster pets	Space exploration – In French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
Year 5/6 Tigers and Jaguars	B	Year 6	French sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	

Impact

After the implementation of Kapow Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3. The expected impact of following the Kapow Primary French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

Assessment and record keeping

Informal assessment of progress will be made by the class teacher during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented. Children will be assessed more formally using the assessments on in the Kapow scheme. They will be assessed on what they know before and after each unit. This will be recorded and stored in their French folder.

Monitoring and evaluation

The MFL Subject leader monitors planning and written work. Findings are shared with the SLT and teaching team. The MFL Subject leader will carry out pupil voice and findings will be shared with the whole teaching team. MFL leader will look at some assessments to see if children are making progress.

