



Nevill Road Junior School Modern Foreign Languages Policy 2022-2023

Intent

The intention of the French curriculum at Nevill Road Junior School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's enthusiasm for languages, as we strive to inspire and encourage children's curiosity and imagination for learning about language and culture. In planning, we actively plan links to develop their awareness and respect of cultural differences in other countries, through our French lessons and other curriculum opportunities. Children are encouraged to aim high, in sessions and they are successful for learning by embedding the skills of listening, speaking, reading and writing. This is necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. Our MFL curriculum is designed to progressively develop children's skills in languages. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the 'Language Angels' Scheme of work, to ensure coverage and progression across school. All our children in KS2 will have weekly language lessons.

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

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

Implementation

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through a variety of focused activities.

Pupils are taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. 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
5. present ideas and information orally to a range of audiences
6. read carefully and show understanding of words, phrases and simple writing
7. appreciate stories, songs, poems and rhymes in the language
8. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
9. write phrases from memory, and adapt these to create new sentences, to express ideas clear
10. describe people, places, things and actions orally and in writing
11. 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.

Impact

French is monitored by the subject leader throughout all year groups using a variety of strategies such as book scrutinises, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember more. Assessment criteria has been developed, in line with national curriculum and the schemes units of work, to enable teachers to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate. This data is analysed on a termly basis in order to address any identified gaps in learning.