



**Sandy Hill Academy**

**Teaching and Learning Principles**

**Subject: M F L**

**Mission Statement:**

Aspiring to achieve, determined to succeed'

**Vision:**

MFL at Sandy Hill plays a key role in the future development of global citizens.

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. Sandy Hill aims to foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries. MFL allows children to learn in active and engaging ways, often without pen or paper.

**MFL Expectations:**

**At Sandy Hill, we aim to:**

- give children a positive, enthusiastic attitude to MFL learning
- develop the confidence and ability to communicate using the French language
- learn about some of the cultural aspects of France and develop awareness of cultural differences in other Francophile countries and the wider world
- enable children to make effective links with other languages
- stimulate and encourage children's curiosity about languages and their development
- encourage children to be aware that language has structure, and that the structure differs from one language to another.

## **DFE National Curriculum Expectations in KS2**

### **Aims**

*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*

### **Attainment targets**

*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.*

### **Subject content**

*Key stage 2: Foreign language 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 focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.*

*Pupils should be taught to:*

- listen attentively to spoken language and show understanding by joining in and responding*
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\**

- *• 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\**
  - *present ideas and information orally to a range of audiences\**
  - *read carefully and show understanding of words, phrases and simple writing*
  - *appreciate stories, songs, poems and rhymes in the language*
  - *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
  - *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
  - *describe people, places, things and actions orally\* and in writing*
- The starred (\*) content above will not be applicable to ancient languages.*

### **The Organisation of MFL in the Curriculum**

All classes in KS2 are taught French both formally and informally. Learning intentions and success criteria are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance throughout the school. Teachers are encouraged to use French informally, during the day when appropriate (greetings, register, instructions, praise etc).

In the Early Years Foundation Stage and Key Stage 1, the children have the opportunity to listen to and learn simple songs and rhymes in Spanish and in the home languages of pupils in the class.

In Key Stage 2, French is taught formally once a week and planning follows the objectives of The Primary Curriculum 2014.

A whole-school languages day annually adds to this teaching and encourages engagement through a whole day of activities and experiences.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups, and communicate in MFL
- look at life in another culture

## Skills Progression:

At Sandy Hill, we use the

- **Primary Curriculum 2014**
- Grade descriptions from the **national scheme of recognition**, the **DCSF Languages Ladder**. In line with the **Languages Ladder**, the areas to be assessed are:
  - **Oracy** – i.e. *listening and speaking* - a particular focus on developing learners' listening skills
    - equipping learners to 'engage in conversations;
    - ask and answer questions; express opinions and respond to those of others;
    - seek clarification and help'.
    - They also need to be familiar with the sounds and patterns of the language.
  - **Literacy** – i.e. *reading and writing* -
    - develop a broad and deep level of vocabulary knowledge across Key Stages 2, moving from familiar to more complex language.
  - **Intercultural Understanding**
  - **Knowledge about language (KAL)**
  - **Language Learning Strategies (LLS)**



The **Languages Ladder** grade descriptions provide an at a glance reference to the aspiration for most pupils that they progress one grade per year ([www.standards.dfes.gov.uk/primary/languages](http://www.standards.dfes.gov.uk/primary/languages)).

The objectives from the **Primary Curriculum 2014** ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.



Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

## Contextual Examples

### Year French (Year 3 and 4)

	S I G	La date:		Identify French Christmas traditions	
Pupil	Key				Teacher
		<b>ORACY</b>		<ul style="list-style-type: none"> <li>Recognise and respond to sound patterns and words.</li> <li>Repeat and imitate some French Christmas vocabulary</li> </ul>	
		<b>LITERACY</b>		<ul style="list-style-type: none"> <li>Recall and record key facts about the legend of St Nicholas and Les Souliers</li> <li>Annotate with some French Christmas vocabulary</li> </ul>	
		<b>INTERCULTURAL UNDERSTANDING</b>		<ul style="list-style-type: none"> <li>To look at aspects of their everyday lives from the perspective of children in France at Christmas.</li> <li>To identify a key tradition in France on the 6<sup>th</sup> of December</li> </ul>	
		<b>Knowledge about Language (KAL)</b>		<ul style="list-style-type: none"> <li>KAL Identify specific sounds, phonemes and words.</li> <li>Recognise how sounds are represented in written form</li> </ul>	
		<b>Language Learning Strategies (LLS)</b>		<ul style="list-style-type: none"> <li>Use class discussion and ideas</li> </ul>	
		<b>GDS for All:</b> Record three key facts about the legend of St Nicholas			
		<b>Challenge:</b> use cognates to identify some French words for gifts in les Souliers and include these in a design			

## 2nd Year French (Year 5 and 6)

	S I G	La date:		Identify French Christmas traditions	
Pupil	Key				Teacher
		<b>ORACY</b>		<ul style="list-style-type: none"> <li>Recognise and respond to sound patterns and words.</li> <li>Listen attentively and share ideas</li> </ul>	
		<b>LITERACY</b>		<ul style="list-style-type: none"> <li>Organise and record information about French Christmas</li> </ul>	
		<b>INTERCULTURAL UNDERSTANDING</b>		<ul style="list-style-type: none"> <li>Discuss cultural similarities and differences of a typical French family To look at aspects of their everyday lives from the perspective of someone from France at Christmas.</li> </ul>	
		<b>Knowledge about Language (KAL)</b>		<ul style="list-style-type: none"> <li>KAL Identify specific sounds, phonemes and words.</li> <li>Recognise how sounds are represented in written form</li> </ul>	
		<b>Language Learning Strategies (LLS)</b>		<ul style="list-style-type: none"> <li>Use class discussion and ideas</li> <li>Use powerpoint handout</li> </ul>	
		<b>GDS for All:</b> Record French family traditions			
		<b>Challenge:</b> Compare French family Christmas traditions with own family traditions in the United Kingdom			

### Teaching and Learning Expectations:

MFL will be taught in:

#### Early Years

Spanish Languages Day, Singing Assemblies

#### KS1:

- Year 1 – 30 mins **Spanish** per week
- Year 2 – 1 hour **Spanish** per week
- **Spanish** Languages Day and Singing Assemblies
- In the Early Years Foundation Stage and Key Stage 1, the children have the opportunity to listen to and learn simple songs and rhymes in Spanish. Year 2 will begin to read and write words and simple phrases in Spanish and the home languages of pupils in the class (eg Chinese – see class wall displays below).

#### KS2:

- Years 3, 4, 5 and 6 – 1 hour **French** per week
- **Spanish** Languages Day and Singing Assemblies
- **Latin/Greek** topic enrichment/extending communication, writing and reading skills
- **Cornish language and Culture**
- All classes in KS2 are taught French both formally and informally. Learning intentions and success criteria are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance throughout the

school. Teachers are encouraged to use French informally, during the day when appropriate (greetings, register, instructions, praise etc).

- In the Early Years Foundation Stage and Key Stage 1, the children have the opportunity to listen to and learn simple songs and rhymes in Spanish and in the home languages of pupils in the class.
- In Key Stage 2, French is taught formally once a week and planning follows the objectives of The Primary Curriculum 2014.
- A whole-school languages day annually adds to this teaching and encourages engagement through a whole day of activities and experiences.
- We teach the children how to:
  - ask and answer questions
  - use correct pronunciation and grammar
  - memorise words
  - interpret meaning
  - understand basic grammar
  - use dictionaries
  - work in pairs and groups, and communicate in MFL
  - look at life in another culture

**Class blogs and social media** to include examples of MFL activities and examples of work.

### Working Walls/Displays:

- Corridor/Hall displays - Evidence of **Cultural Capital** (e.g. Year 2 China/Chinese language)
- Class displays - A range of examples of work



### **Monitoring/Assessment:**

From KS1 through to Year 6, assessment is informal; evidence is gathered by the teacher through talking and listening using assessment opportunities built into the scheme of work. Children are involved in self assessing their knowledge and skills and through peer assessment.

### **Self Assessment** – ‘I Can’ statements (**Languages Ladder**)

Pupil Conferencing

Learning Walk/Lesson Observations

Scrutiny of work

Displays

### **Continuity**

Continuity is achieved by discussing the school curriculum for Spanish and French together as a staff, taking into account subject matter, whole school topics and curriculum links and children's abilities. This will also be monitored by the subject leader through lesson observations, pupil and staff questionnaires and scrutiny of work.