

# **King's Hill Primary School**



## **MFL (French) Policy**

# **Contents**

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS and KS1**
- 7. KS2**
- 8. Equal Opportunities and Inclusion**
- 9. Role of the Subject Leader/Team**
- 10. Parental Involvement/Home Links**

## King's Hill Primary School - MFL

### 1. Curriculum Statement

#### Intent

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.

When teaching French at King's Hill, we intend to provide a curriculum, which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful both in school and in their future working lives.

#### Implementation

At King's Hill French is taught on a weekly basis with interactive sessions accompanied by short tasks for 40 to 60 minutes. We use the Salut! programme, designed for UK schools, which provides support and challenge for pupils and is built on the belief that all pupils can achieve success. Salut! is well planned and organised into smaller topics to develop pupil confidence as well corresponding to the intent from National curriculum aims.

There are three parts to the lesson; introduction of new vocabulary, sentences and a follow up activity. As part of the introduction, interactive spelling and listening games are used to support learning of new vocabulary. During sentence time, pupils are encouraged to ask questions and answer questions in sentences, developing fluency and the ability to converse with one another. Some lessons have songs incorporated into the lesson planning to further enhance learning experiences and support pupils' understanding. The Salut! programme is designed to be used with all pupils regardless of their ability.

Salut! uses a fun, interactive and visual approach to learning a new language with interactive resources readily available, making it easily accessible to teaching staff and all pupils including those with SEND. The follow up tasks may require support from an adult for some SEND pupils. Higher ability pupils may access challenges that deepen their knowledge and understanding.

For each year group the curriculum strands are broken down into speaking and listening, reading and writing.

## **Impact**

Teachers reinforce an expectation that all pupils are capable of achieving high standards in French. The programme of learning being used in Years 3 to 6 is interactive and visual, making it accessible to all pupils. We see pupils enjoy learning French and are able to talk about the subject, make some links with other subjects and know French is spoken in France. Pupils understand the importance of learning a new language. This helps to enhance pupils' experiences and their cultural capital knowledge.

## **2. Teaching and Learning**

A typical lesson using Salut! lasts approximately 40-60 minutes. It is taught weekly, and follows the format as below:

- **Recap** of previous vocabulary and conversational work, designed to support fluency in Speaking and Listening.
- **Sharing new vocabulary** where pupils can learn and translate new French vocabulary. This is often through repeating new vocabulary and noticing spelling patterns and similarities to English.
- **Interactive games** to support listening and reading new French vocabulary. These are engaging and fun, and designed to get all pupils thinking
- **Sentence work.** In this section Salut! encourages pupils to apply their new knowledge to speaking in sentences. Pupils are able to hear the question in French being asked and a response is also modelled. Pupils then use this model to ask and answer in French through partner conversational work.
- **Practice** where the vocabulary learnt is used to complete a written task, embedding new learning. Some pupils may be supported through peer support and or additional resources.
- **Reflect** which allows pupils to review and reflect on their learning enabling the teacher to gauge their progress in French.

## **Additional fluency**

To support the fluency of French, during lessons pupils will learn the French alphabet to help to support the reading and writing aspects. Prior to Year 3, Pupils in KS1 will begin to speak some French vocabulary and say some basic French greetings alongside becoming familiar with the French alphabet.

In Year 3 to 6, pupils will develop their understanding of grammar to support fluency across French.

## **3. Assessment**

The structure of the teaching sequence in Salut!, ensures that pupils know how to pronounce French vocabulary with greater accuracy, as well as being able to read and write. The lesson structure of Salut! is designed to support this process, and the written task at

the end of each lesson also allows pupils to extend their learning. The outcomes at the end of each lesson are assessed against the learning intention, outlined on the lesson plans. Misconceptions, and mispronunciations, can be addressed during the same lesson or revisited at the beginning of another lesson.

Salut! is designed to build on prior knowledge and to become more confident and familiar with the language. The outcomes at the end of each unit are assessed against the progression statements to highlight the progress being made throughout each year group, in line with the national curriculum. Teacher assessment is used to make judgements about pupil progress.

#### **4. Planning & Resources**

A LTP has been devised for Year 3 to 6 to follow to ensure progression and breadth of the language is covered in Key Stage 2. The resources available via the Salut! programme effectively support the planning elements required to deliver French lessons successfully.

#### **5. Organisation**

The school has implemented the teaching of French in line with the programme that we use. This ensures pupils build on their knowledge and understanding over time and as they progress through KS2.

#### **6. EYFS and KS1**

In Reception, children listen to and learn nursery rhymes and songs. In Years 1 and 2, pupils will begin to experience the language through culture days and become familiar with greetings and appreciate familiar stories in French.

#### **7. KS2**

At the start of each academic year, pupils will have the opportunity to refresh basic knowledge of French and a broader understanding of the language, to support the development of cultural capital. In KS2 teachers use the Salut! programme as it is aligned extremely well with the 2014 National Curriculum and provides detailed planning. This is adapted to suit and teachers plan and source activities and additional tasks, which offer support and also provide further challenge for pupils enabling them to progress further in their learning.

#### **8. Equal Opportunities and Inclusion**

The school is committed to ensuring the active participation and progress of all pupils in their learning. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

The content taught recognises pupils' knowledge and language acquisition will differ therefore support is provided as necessary.

## **9. Role of the MFL lead**

The MFL lead will:

- Work to raise the profile of French at King's Hill through best practice. They will provide support as required as part of the staff members continued professional development.
- Involve the school in 'celebrations' of French, including participation in events such as 'French culture days'.
- Monitor progression and continuity of French throughout school through observations and monitoring of outcomes of work in French books.
- Ensure that all staff have access to year group plans and the relevant resources, which accompany them.
- Ensure that all staff have access to professional development including support in assessing pupils against progression statements and in using the planning and scheme of work effectively

## **10. Parental Involvement/Home Links**

At King's Hill, we recognise that parents and carers have a valuable role to play in supporting their child's French learning.

- MFL policy is readily available on the website.
- Parents are informed of their child's progress in French and this is communicated in written school reports.

*To be reviewed July 2027*