



## **Modern Foreign Languages - French**

*'To learn a language is to have one more window from which to look at the world.'*

-Chinese Proverb

### **Local Context:**

Long Lane Primary is a Community School, built in 1966 and maintained by West Berkshire Council. It is situated on the outskirts of Reading, in close proximity to the rural village of Purley on Thames. In Reading and surrounding areas there are a diverse number of languages spoken and communities that we engage with. We have an abundance of first languages spoken in our school and celebrate the diversity and community that learning a new language can bring. At Long Lane we understand that learning a foreign language can strengthen our literacy and communication skills (making us **resilient** learners) and will open up our relationships with our local community.

### **Intent**

We believe at Long Lane Primary School that, in an ever-changing and diverse world, learning a foreign language, along with other cultural and social differences between ourselves and others, is a key element in teaching children to become good citizens and considerate and **independent** members of their wider community, both local and global. Within a diverse **community** such as ours, we seek to foster a positive multi-cultural environment for all children whilst encouraging their **curiosity** and understanding of the world.

Learning a language will not only prepare them for their secondary education (no matter the language), where they will continue developing on the foundations we help them to build, but also for their adult life where they will experience many different languages and cultures.

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.

We believe that languages are best taught by native speakers and specialists of the subject and seek to supplement the French language as part of our culture through our staff being learners and speakers also.

(Please see [Curriculum Policy.docx](#) for details of Cultural Capital at Long Lane)

## **Implementation**

The pupils at Long Lane, learn French through discreet lessons and culturally through words and phrases in other contexts. Lessons start in Year 3 and continue through to Year 6 (a 1 hour lesson once per fortnight) using the French Education scheme of work 'Catherine Cheater'. As this language has only been re-introduced in September 2024, (after a year of Italian lessons, it has been adapted to suit the children's needs.

Year 12 - Children start learning French through songs and games, using single words for family members, functional languages such as colours, items and nouns. To facilitate embedding this language, half of the session is set up within a continuous provision learning environment, where the Italian teacher will facilitate and model Italian language within their natural play.

In line with the National Curriculum expectations for MFL, our students are 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

We recognise the importance of pupils developing a 'Love of learning French' and seek to support their understanding with active learning. Pupils have opportunities to learn in the following ways;

1. Songs (or video) to recap on previous learning
2. Introduction of new language
3. Games to practice new language – bingo, pairs
4. Active physical pathways and gestures to embed new language
5. Responding to instruction to aid understanding of language
6. A plenary to test new language

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, inclusion and Rosenshine Principles at Long Lane)

## **Impact**

At Long Lane Primary School, we measure the impact of our MFL curriculum through:

- Observing the children speaking and listening in another language
- Marking of written work
- Interviewing the pupils about their learning (pupil voice)
- Annual reporting of standards across the curriculum to parents
- Learning walks and observations
- Frequent communication throughout the year between the MFL subject leader, Italian teacher and Italian Consulate, including meetings to discuss what works well and what needs to change

- Regular revision of the teaching and assessment materials with the selection of new resources where others have been less effective for learning

### Pupil assessment and attainment

Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share, book looks and comparisons. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

### Monitoring and School Improvement Planning

The MFL Lead and the Headteacher, with support from the Governors, regularly review and quality assure MFL across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher's assessments and any other relevant evidence. In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

**Linked Policies** – This policy sits under the following two umbrella policies;

[Teaching for Learning Policy 2023.docx](#)

[Curriculum Policy.docx](#)