

**Holy Family Catholic Primary School
MFL IMPLEMENTATION**

	EYFS	KS1	KS2
Pedagogical Approach and Strategies	<p>All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons across the EYFS, KS1 and KS2 which will be taught by class teachers.</p> <p>Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.</p>		
Teaching Type	<p>Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.</p> <p>Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.</p>		
	<p>Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning.</p>	<p>Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.</p>	<p>Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.</p>

Timetabling	<ul style="list-style-type: none"> Continuous provision: opportunities set up and facilitated so the children can apply the skills both independently and supported by an adult e.g. French words displayed in the classroom and used in basic greetings etc. 	<ul style="list-style-type: none"> MFL lessons in KS1 and Year 3 following the Early Language Units and Core Vocabulary lessons should be timetabled for approximately 30 minutes. The key learning from the lesson should be reinforced throughout the week e.g. at the end of each day, before lunchtime through repetition, practice and application. For example, reciting the days of the week in French when lining up, counting in French, questioning "Who can tell me...?" 	<ul style="list-style-type: none"> MFL lessons for Year 4, 5 and 6 who are following Intermediate, Progressive and Creative Curriculum units should be timetabled for approximately 45 minutes. As in KS1 and Year 3, learning from these sessions should be revisited daily and often in order to embed understanding and learning. 				
Planning and Progression (see Appendix 1)	<ul style="list-style-type: none"> Continuous provision: opportunities set up and facilitated so the children can apply the skills both independently and supported by an adult e.g. French words displayed in the classroom and used in basic greetings etc. Children should appreciate stories, songs, poems and rhymes in the language 	<p>Holy Family Catholic Primary School has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. All year groups will start the Autumn Term by teaching a phonetics topic in line with their teaching type and ability. Through the units taught, the children will aim to achieve the overarching intensions, building on previous learning.</p>					
		<u>Year 1</u> Children will: <ul style="list-style-type: none"> 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 	<u>Year 2</u> Children will: <ul style="list-style-type: none"> 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 	<u>Year 3</u> Children will: <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and 	<u>Year 4</u> Children will: <ul style="list-style-type: none"> present ideas and information orally to a range of audiences describe people, places, things and actions orally and in writing 	<u>Year 5</u> Children will: <ul style="list-style-type: none"> 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 	<u>Year 6</u> Children will: <ul style="list-style-type: none"> 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

				<p>simple writing</p>		<p>memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
<p>Grammar Concepts (French)</p>	<ul style="list-style-type: none"> • Not applicable for EYFS 	<p>Teachers will use the Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge. Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.</p>					

		<ul style="list-style-type: none"> • Children will learn with nouns and articles and 1st person singular of high frequency verbs (KS1/Year 3) 	<ul style="list-style-type: none"> • Children will learn the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation (Year 4 and 5). 	<ul style="list-style-type: none"> • Children will be able to give opinions and introduce the concept of whole high frequency irregular verb conjugation (Year 6)
Assessment	<p>Formal assessment of EYFS in MFL is not required.</p>	<p>Children’s learning and progression will be assessed at the end of each half term after each 6-week teaching unit. The opportunity to assess children’s learning and progression will be performed using the Language Angels Tracking and Progression Tool. This will allow teachers to record, monitor and analyse the progress of children across school and to feedback on progress in French.</p> <p>Children will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.</p> <p>If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.</p>		
Additional Foreign Language Opportunities	<p>In addition the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:</p> <ul style="list-style-type: none"> • Foreign language celebration assemblies. • Cookery sessions of traditional foods from France. • Fashion shows demonstrating typical / traditional clothing from France. • Weather forecasts based on maps from France. • School celebrations of national feast days from France when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness 			