

Westerings Primary Academy

Subject Policy Document

'To inspire our inquisitive children to be creative, determined and resilient whilst embracing and enabling their individual ambitions.'

Subject Name: MFL
Academic year - 2021 to 2022
Date updated: June 2021
Date to be reviewed: July 2022

Subject Specific Intent Statement:

To inspire children to develop a passion for languages and enable them to develop a sense of global citizenship through the exploration of other languages and cultures.

1. Aims and Objectives

What is the rationale for your subject specific intent statement? (Make reference to links to the whole school intent statement)

Students will be able to understand about other cultures and differences which will in turn make them more tolerant and accepting of differences.

What are the National Curriculum Statements for EYFS, KS1 and KS2 for your subject? (use hyperlinks)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

What are the key areas of your subject? What does this look like in the classroom? (headings from the subject progression subject) Are there any key approaches to your subject? (i.e. use of the mastery flow model) Why have they been selected? Give a brief outline of their structure.

Students are to cover the four skills of reading, writing, listening and speaking.

Listening - students start by identifying keywords in Year 3 and build up to understanding passages of unknown texts which may include references to past and future events in year 6

Reading: students will be able to pick out keywords in known contexts in year 3 and will build up to be able

to understand the gist of longer paragraphs in unknown texts. They will also be able to transcribe.

Speaking: students will begin by repeating single words and paying attention to the phonics and recognising patterns in the spoken language. They will build up to short dialogues being able to speak more independently.

Writing: Students will begin by copying words accurately and then will build up to write longer passages using reading texts to adapt their own writing. They will be able to use reference materials (such as dictionaries) in order to find new, unknown words.

2. Subject organisation

How is your subject led? Who is accountable? How and when are reviews made? What impact will this have?

How should your subject be taught? What should staff use to plan and ensure progression? *(Use hyperlinks to progression document / scheme of work)*

- ☰ [MFL Subject Progression Document 2021](#)
- ☰ [French songs and resources per topic \(1\)](#)
- ☰ [MFL \(French\) Coverage Grid](#)

3. Cross Curricular Links

Which subjects are linked to yours and how? What should staff use to plan and ensure progression? *(Consider key skills and how they overlap. Discuss how high quality provision in both subjects will support learning in both subjects. For example: How Art planning and evaluation skills link to the same skills in D&T. How computing debugging skills mirror the evaluation skills in science investigative work. Please ensure links to core subjects are carefully considered.)*

Strong links with English as students will need to understand key grammatical terms in their own language before they can begin to understand them in another language. There are links to maths as well, as students need to be able to recognise patterns and use problem solving skills to help them to 'decode' patterns in French. Links can be made easily between French and art and as students can research French artists and imitate their style in their own work. Links can also be made in music (by looking at Francophone artists/styles/ dance)

How is your subject linked to SMSC? How is your subject linked to British Values?

[\(SMSC Guidance\)](#)

[\(British Values Guidance\)](#)

SMSC:

Spiritual development for students is covered by the sense of enjoyment and fascination in learning about themselves, others and the world around them and also it will increase their knowledge of, and respect for, different people's faiths, feelings and values

Morally students will understand that they need to be more accepting of other cultures and to know that it is everyone's right to have an opinion.

Socially: students will need to respect others when learning to speak in a different language


Culturally - students will be able to draw on differences and similarities between their cultures and francophone cultures

British values:

Language learning is based on the discovery and tolerance of other cultures and faiths.

4. Resources

How and why have resources been selected? How should they be used in class? Where can they be found? *(Please include a hyperlink to your resources register) How do they link to current topics? (Consider placing this on your resources register to save you time explaining it here.)*

 **French songs and resources per topic (1)**

A list of songs and/ or short video clips that relate to each topic for the French curriculum. Teachers can use these to help the students be engaged in their learning.

Resources and lesson plans are also available on ilanguages website.

How and when are resources reviewed? By whom? What should staff do if they need new/different resources?

5. Inclusion and Differentiation

How are pupils supported and challenged in your specific subject? *(Describe any methods of differentiation unique to your subject i.e. using dictation feature on chromebooks etc)*

More able students can begin to access authentic texts and resources. Students with greater needs can use word banks and more scaffolding to support them in their learning.

How are the most able pupils extended so their learning can be deepened in your subject? *(AMA challenge days etc.)*

Students who are most able will be able to read authentic materials in French - such as poetry and try and work out the meaning of these poems. They will be able to use these to adapt their own version. Listening

activities can be differentiated by giving those who need more support the transcripts whilst listening.

6. Role of the Subject Leader

See the [Subject Leader Toolkit](#)

7. Parent/ Local community engagement

How is your subject represented in any home learning tasks?

How are the Governing body/PCAB kept updated about changes and developments with your subject? What is their role in supporting you with monitoring and devising next steps? How do you maintain links with the local community within your subject?

How are resources, knowledge, skills, guidance and provision available due to our place in the Academy Enterprise Trust utilised? How does your subject link to the AET values? *(Be unusually brave. Discover what's possible. Push the limits. Be big hearted.)*

Appendices/Hyperlinks: