

MFL Policy (French)

Rationale - Languages in the Primary Curriculum

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils.

As set out in the Curriculum a high-quality language education should encourage children's curiosity and deepen their understanding of the world. The teaching should enable pupils 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 and learn new ways of thinking.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Curriculum Aims

In teaching French we aim:

- To foster enjoyment and enrich the children's experience.
- To develop the children's language learning skills and foster a positive attitude to language learning.
- To enable pupils to understand and respond to spoken and written language from a variety of sources.
- To enable pupils to 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.
- To support pupils in beginning to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To help pupils discover and develop an appreciation of a range of writing in the language studied.
- To increase the children's cultural awareness.
- To lay the foundations for further study in KS3 and beyond.
- To satisfy local and government requirements and follow the National Curriculum.

In endorsing the school's Creative Curriculum principles, we specifically aim to:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage and motivate.
- Use games, stories, poems and songs to maximise enjoyment.
- Embed languages in class routines and school life.
- Integrate language learning across the curriculum.

Teaching and Learning Overview

French is taught in Years 3 to 6 (KS2) through one weekly lesson. The class teacher ensures that the vocabulary learnt is revisited between lessons to ensure retention.

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

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.

Planning

French is taught on a revolving two-year curriculum across Key Stage Two. French will be taught in a whole-class setting, by the class teacher or PPA cover teacher. All year groups are taught lessons applicable to their age/ability, following the government's statutory requirements.

We base our teaching on a devised curriculum that has been designed to the context of our school and the abilities of our children. The units taught have been selected to fit in with cross curricular links in other subjects where applicable and are carefully designed to ensure a progression of skills.

Pupils are taught how to:

- ask and answer questions;
- sing songs; read stories and poems
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- make use of bi-lingual dictionaries;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures.

- IT is widely used to support the children's learning.

French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening and are mainly multi-sensory and kinaesthetic in approach. They have clear, achievable objectives and incorporate different learning styles. All children have access to the curriculum through variation of task, grouping or support from an adult. Children's confidence will be built through praise for any contribution they make, however tentative.

Whole class teaching is used, although pupils also work individually, pairs or in groups (to cater for different learning styles). Learning Intentions 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 through the key stage.

Organisation

In Key Stage 2, each class has a timetabled lesson of at least 30 minutes per week and then wherever possible, sessions of 5-10 minutes throughout the week, where the children revisit vocabulary and phrases that have been taught in the lesson in order to consolidate knowledge and ensure new language is retained.

Assessment, recording and reporting

Informal assessment of progress will be made by the class teacher during lessons through questioning and oral feedback. It is considered important that progression is measured and ensured through skill levels, not by endlessly growing lists of vocabulary.

Skills sheets, devised by the subject lead, allow staff to make judgements against the specific language skills (speaking, listening , reading and writing) for every unit taught. Teachers will then use these sheets to support end of year summative judgements. This enables staff to record pupils working towards, at, or beyond the expected standard relevant to their age.

Role of the Subject Leader

The role of the Subject Leader is in line with other subject leader roles as outlined in job descriptions. The subject leader will:

- Oversee the development of French in the school
- Provide guidance to colleagues where necessary
- Keep up to date with local and national developments in French and pass on relevant information to colleagues
- Be responsible for the organisation of and maintenance of resources
- Review and monitor the success and progress of the planned scheme of work

Monitoring and Evaluation

The French Subject leader monitors planning and delivery on a termly basis. Findings are shared with the SLT and the Languages Action Plan is updated as appropriate.