

St Mary's MFL (French) Policy

1. Introduction

This policy outlines the purpose, nature and management of the teaching and learning of French at St Mary's Primary School. It has been written by the specialist MFL teacher and subject coordinator and reviewed by the Head and all of the teaching staff and Governors.

2. The Nature of Modern Foreign Languages

Modern Foreign Languages is the development of children's linguistic competence. It should be seen as a life long skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

3. The National Curriculum

For every pupil in Key Stage 2 learning a language is a statutory foundation subject. The attainment targets relate to listening and speaking skills; reading and writing skills as well as knowledge about grammar.

The NC requirements are as follows:

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language

Reading and Writing

- 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 simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied

4. The Aims of Modern Foreign Languages Teaching

Foundation and Key Stage 1

- 1 Develop an enthusiastic and positive attitude to other languages and language learning;
- 2 Develop language skills and language learning skills;
- 3 Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- 4 Enjoy some degree of success in learning a new language, however small, and to build confidence;
- 5 Increase cultural understanding by learning about different countries and their people
- 6 Form a sound basis for further language learning at Key Stage 2 and beyond.

Key Stage 2

1. Develop an enthusiastic and positive attitude to other languages and language learning;

2. Develop language skills and language learning skills;
3. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
4. Become increasingly familiar with the sounds and written form of a modern foreign language;
5. Enjoy some degree of success in learning a new language;
6. Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
7. Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
8. Form a sound basis for further language learning at Key Stage 3 and beyond.

5. The Objectives of Modern Foreign Languages Teaching

Foundation and Key Stage 1

- 1 Learn in a non threatening environment which builds upon positive achievements;
- 2 Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- 3 Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- 4 Apply their learning by reproducing sounds themselves and creating phrases and sentences;
- 5 Develop basic phonic knowledge about the language;
- 6 Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school.

Key Stage 2

- 1 Learn in a non threatening environment which builds upon positive achievements;
- 2 Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- 3 Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- 4 Apply their learning by reproducing sounds themselves and creating phrases and sentences;
- 5 Develop phonic knowledge about the language;
- 6 Begin to recognise and read words that they have already encountered in the development of their oracy skills;
- 7 Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
- 8 Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
- 9 Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
- 10 Use their knowledge about the way language works and apply their knowledge when learning a new language;
- 11 Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

6. Organisation and time spent on teaching:

French in Foundation and Key Stage 1

French is delivered in a weekly 20/30 minute session. Classroom teachers deliver the content to EYFS children, while a specialist MFL teacher leads the sessions with Y1 and Y2 children.

The Foundation planning is done by the classroom teacher with the other foundation subjects, while Y1 and Y2 follow SoW developed by the MFL specialist.

French in Key Stage 2

French is taught in Key Stage 2 in class groups by a specialist French teacher during weekly sessions of 40 / 60 minutes following KS2 SoW which build on previous learning to ensure progression.

7a. Cross-Curricular Aspects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy curriculum. There are also opportunities to link to the PSHE and citizenship, geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and mathematics, science, music, art and PE.

A 'Language day' is usually celebrated once a year across the school with the contribution of all teachers. Children are immersed in the linguistic and cultural activities for one day with appropriate links to their learning in other subjects.

7b. Information Communication Technology

ICT is used to enhance the delivery of language through interactive presentations and activities.

iPads are used when appropriate to enhance, reinforce, assess and practise the language as well as a mean to record and document pupils' work.

8. Teaching Methods

- 1 Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning.
- 2 Adopting a communicative and interactive approach with an emphasis on a variety of learning styles.
- 3 Presenting a language model for oracy and literacy skills.
- 4 Practising and producing language individually, in pairs and in groups.
- 5 Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT.
- 6 Relating aspects of the new language to children's existing knowledge.
- 7 Exploration of the differences and similarities between the new language and any language they already know.
- 8 Explicit teaching of the phonics of French using a kinaesthetic method of linking sound, action and spelling known as 'Physical French Phonics'.
- 9 Extensive use of Kagan activities to encourage cooperative learning as well as to build pupils' confidence and maximise engagement.
- 10 Regular use of memory retrieval activities to increase retention of vocabulary and language structures.

9. Assessment, moderation, recording and reporting

The children work towards achieving specific outcomes as detailed in the SoW.

They are monitored throughout the year by the language specialist and / or the class teacher.

Assessment is carried out both formally and informally and it takes into account pupils' engagement and performance in all skills (speaking, listening, reading, writing as well as their specific knowledge of grammar).

At the end of each term tracking data is produced for all classes detailing which children are working at the expected level / above or below. The termly curriculum assessment also details expectations and next steps for each group of children.

Assessment is based on class observations of listening and speaking activities; written evidence in the exercise books and self-assessment by the child after each unit of work in which they evaluate their performance and receive written feedback from their French teacher.

Parents receive an annual written report about their child's progress in French and have the opportunity to discuss their child's progress with the MFL teacher during parents' evenings or pre-arranged appointments.

10. Resources

General resources, such as CDs and DVDs of music for French as well as story books, teaching books and photocopiable resources are kept in a cupboard easily accessible by all teachers. Smartboard support resources have been created by the specialist French teacher to support the delivery of the KS1 curriculum

and are available on the school server. Multimedia resources sourced or designed by the specialist French teacher are also available for the delivery of the KS2 curriculum.

Display material is provided to support learning of keywords and grammar.

Synopsis of work, vocabulary lists and assorted resources and links can be accessed on the French section of the school website.

Occasionally children might be given vocabulary cards to bring home to practice words and expressions which have been presented in class.

11. Parental Involvement

Parents and carers are encouraged to assist the school in promoting a positive attitude towards the learning of a foreign language. Some families already speak a second language at home which provides children with transferrable skills that they can apply to learning another language.

At home, children and parents are invited to practise, whenever possible, the language learnt in school. Every term French synopsis, vocabulary lists and suggested activities are uploaded to the school website to make parents aware of the topics covered.

Younger children (when it is safe to do so) will bring home, in turn, the French bag to keep for a week (it contains the French bear as well as some French activities – books, jigsaws, recipes etc). Parents are encouraged to help their children to fill in a page of the bear diary trying to use some French words.

12. Special Needs and Classroom Support

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum.

All children in school will be exposed to the MFL curriculum, adequate resources will be provided to help children of all abilities and needs to access the content. Whenever possible one to one / small group support will be provided during language lessons to the children that may need it.

13. Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

14. Health and Safety

Health and safety arrangements are in line with the school policy.

Reviewed October 2021