



Longridge C of E Primary

French Policy

2021

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Longridge Church of England Primary School

Policy for the Teaching of a MFL (FRENCH)

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

The contribution of MFL to the primary school curriculum

At Longridge CE Primary, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for children of all ages. Pupils develop communication skills, extend their knowledge of how language works and explore differences and similarities between their own and other languages. They show compassion towards others and develop the courage to speak, read and write in an additional language. Learning another language celebrates the multilingual and multicultural world and provides an international perspective in children's learning, giving them insight into their own culture and those of others.

Intent

The intention of the Modern Foreign Languages (MFL) curriculum at Longridge C of E Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We intend to use our own scheme alongside Rigolo resources to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. We aim to encourage children's confidence and creative skills through the teaching of French.

We aim to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning linking to our feeder high school where the language is taught.

Aims

- To foster an interest in learning another language.
- Pupils find enjoyment in learning French through a lively and enthusiastic pace during lessons.
- To encourage children to be aware that language has structure and that the structure differs from one language to another.
- To give children an awareness of the way of life in other countries where French is spoken and of their traditions and cultures.
- To develop the children's speaking and listening skills.
- To foster positive attitudes towards speakers of languages other than one's own.
- To lay the foundations for future study of a foreign language.

- To exploit cultural links and experiences when opportunities arise.

Principles of Teaching and Learning

Objectives

The children are taught how to:

- Ask and answer questions;
- Use correct pronunciation and grammar;
- Work in pairs and groups and communicate in French;
- Learn vocabulary and memorise words;
- Interpret meaning;
- Understand basic grammar and use dictionaries;
- Write in French - words and sentences and, as they progress, paragraphs.
- Read small texts, including songs;
- Look at life in another culture;

Implementation

The overall focus for French is fun, involvement and enjoyment. The main emphasis initially is on the use of oracy, but as the children progress, written French is introduced through short whole class activities using worksheets, games, reading and learning songs. The language is taught through interactive software, songs, games, finger rhymes and story books, involving flashcards, puppets and other visual aids. Each unit introduces a new focus as well as recapping and consolidating previously taught structures and practicing songs. This ensures children acquire a bank of vocabulary organized around topics. They ensure development is progressive as they build on previous knowledge from units already studied. Attention is given to providing varied activities. We are guided by the Framework for Languages as well as the QCA Schemes of work for KS2 through the Rigolo 1 and 2 scheme of work. A great emphasis is placed on providing maximum encouragement and constant participation, so that the children feel motivated. A variety of materials and resources are used to supplement the schemes of work.

Impact

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will be able to communicate with each other in French.
- Children will become aware that a language has a structure, and that the structure differs from one language to another.

- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will learn how language skills can be applied to a range of languages.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

The Contribution of MFL to Teaching in Other Curriculum Areas

Learning a MFL is well-suited to cross-curricular approaches. It supports development of listening and speaking skills and an appreciation of linguistic features such as rhyme, rhythm, register and the role of different word types in sentence structure. In mathematics, reinforcing counting and calculation skills, practising time-telling and increasing their knowledge about money through a range of games. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence and increases self-esteem. Children learn about French speaking countries culture, festivals and customs. They learn songs and games in French, which encourages active learning and helps them develop a sense of rhythm and an ear for melody. From time to time we use digital and video cameras, in order to record performances of songs, role-plays or mini-dramas. They use a variety of interactive programmes on the computer and whiteboard.

SEN, Equal Opportunities and Inclusion

It is our aim to give all pupils the opportunity to learn, enjoy and make progress in French. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this whether it be differentiated teaching, worksheets or support.

Recording and Assessment

We use on-going formative assessment throughout the year. There are currently no formal summative assessments however teachers do use internal end of year assessment sheets to indicate whether children are working below expected standard, at expected standard or at a greater depth within the standard.

Teachers use continuous verbal assessment and feedback during lessons and children frequently record evidence in their books using readymade resources or Rigolo resources. The subject leader collects a book from each KS2 teacher at the end of the year to assess unit coverage, differentiation and understanding.

The coordination and planning of the MFL curriculum are the responsibility of the coordinator, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject
- uses specially allocated regular management time to review evidence of the children's work, and to observe MFL lessons across the school