

French Policy



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Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It gives guidance on planning, teaching and assessment. We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the Language Angels Schemes of Work. We have adapted this to the context of our school and the abilities of our children.

The significance of Modern Foreign Languages

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society and prepares pupils to better face the challenges which await them in our multicultural society. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Subject Aims

The overall aim for Modern Foreign Languages is to enrich learning for all pupils and to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- To increase children's linguistic competence through regular timetabled MFL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop listening skills and phonological awareness (with particular emphasis in Y1, 2 and 3).
- To look towards opportunities for cross curricular links in year group planning (SDP) Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening

- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include listening to stories or reading short texts
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions
- Read stories for enjoyment, to practise vocabulary and to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.
- Experiment with the writing of simple words and phrases – copy writing and writing some single familiar words from memory.
- Make sentences using word and phrase cards and write sentences following a model but changing one or two words in the sentence
- Create their own project such as display work where they will be able to show their own extent of language and skills promoting independent writing and organisation

The contribution of MFL to teaching in other curriculum areas

English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure. The recent emphasis on grammar teaching is also contributing to SPAG

Mathematics

We play number games that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about time and money.

Personal, social and health education and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. 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, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education

By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken (eg. whole school Bastille Day celebrations, Saint Nicolas Day etc.). We also give them the chance to hear stories set in the foreign culture.

Geography

When the language is first introduced, work is carried out on where France is situated in relation to Europe and England and where the main cities are. We also learn about the numerous countries in the world where French is spoken.

Music

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. One of the units, for instance, teaches a variety of musical instruments in French; children hear musical pieces and have to recognise which instrument it is. This, in itself, develop their wider knowledge of Music

History

We teach children about significant historical figures and events in the English and French history (e.g. within the Language Angels Schemes of Work, units such as The Romans or The Tudors are taught in French)

Science

Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian song 'Alouette'.

PE

Many of the games we use to teach children modern foreign languages are very active games that require fast reactions, e.g. French versions of 'Simon Says' and 'Grandmother's Footsteps'. We also play playground games such as "La Marelle" (Hopscotch) or "Le facteur n'est pas passé" (duck, duck, goose).

Curriculum and School Organisation

French is taught regularly to ensure progression and a smooth transition into secondary school. Children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;

- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;
- look at life in another culture.

The Scheme of Work for French outlines which topics are covered in each year group. This is the Scheme Language Angels which we are now using across the school. The yearly curriculum map is readily available on the school website.

Curriculum Management

The MFL co-ordinator will facilitate the development of MFL in the following ways:

- ~By managing the implementation of the MFL policy;
- ~By updating the policy and schemes of work;
- ~By ordering/updating/allocating resources;
- ~By keeping staff abreast of new developments;
- ~By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- ~By attending appropriate courses and cluster meetings to update knowledge of current developments and by keeping links with the Advisory Team for MFL;

It is the responsibility of the head teacher to ensure that statutory requirements are being met (entitlement).

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources.

Groupings for MFL should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Time Allocation

The 45 minute a week entitlement has been put in place during PPA time for Years 3, 4, 5 and 6. Year 1 and Year 2 will have one 30 minutes lessons every week.

Planning

All long-term planning is undertaken by the MFL co-ordinator, who adapts plans as necessary.

Assessment, Record Keeping, Reporting

Teachers will monitor and review individual progress during lessons and using evidence gathered over a period to summarise that progress. Progress is recorded termly on the Insight assessment system. Data from this is collated and analysed by the co-ordinator and then shared with the Headteacher and Link Governor. Findings from assessments will be used to inform the action- planning process. We will engage in whole school moderation exercises. If any written MFL work is produced, it is marked in line with the school policy on marking.

Monitoring

Monitoring is carried out by the head teacher in the following ways:

- Informal discussion with staff and pupils
- Observation of MFL displays
- Looking at individual books
- Lesson observation

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, children's story books and dictionaries

The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

INSET Provision

The MFL co-ordinator will attend subject leader meetings, cluster group meetings and any other relevant meetings to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days.