



MFL (French) Policy

February 2022

Approved By:	Date: February 2022
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Any signature required:	



All things are possible for those who believe. (Mark 9:23)
Learning together we grow in faith.

Modern Foreign Languages Policy

PREFACE

This policy sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement.

This policy is to be used in conjunction with the KS2 National Curriculum languages programmes of Study - it is a statutory entitlement for children in Key Stage 2 to learn a foreign language.

Rationale

Learning a foreign language can provide an opening to other cultures, stimulating pupils' curiosity and deepening their understanding of the world. It can provide opportunities to participate in a rapidly changing world. Learning a foreign language can improve children's communication and comprehension skills - indeed many of the skills required to learn a new language are eminently transferable across a range of subjects.

In short - learning a foreign language: -

- Helps develop communication skills (including Speaking and Listening and Literacy skills).
- Provides awareness of equal opportunities.
- Reinforces knowledge from other subject areas
- Raises the status of EAL learners
- Provides excellence and enjoyment
- Introduces international awareness to pupils' learning
- Strengthens the image of community and individual identity
- Helps children in the expanding job market

TEACHING AND LEARNING

Organisation

Our chosen language at Little Heaton CE is French. The children in KS2 are entitled to one hour of French every week. This will usually be taught as a discrete lesson of varying lengths providing the statutory requirements are met.

Class teachers, HLTAs and PPA supply cover teachers will teach.

Children in EYFS and KS1 will learn songs and greetings as part of classroom routines and cross curricular activities.

Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.

- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

We follow the five strands recommended in the KS2 Framework for Languages (DCSF).

We recognise that language learning has three core strands - oracy, literacy and intercultural understanding, and also there should be opportunities to develop knowledge about language (KAL) and language learning strategies (LLS) underpin the three core strands.

We use a variety of teaching strategies and activities to encourage the children to engage actively - including games, role-play and songs. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

We endeavour to use a multi-sensory and kinaesthetic approach to teaching. We make the lessons as entertaining and enjoyable as possible and build children's confidence through praise for any contribution that they make however tentative.

When planning lessons and activities staff will differentiate as appropriate and will assess learning throughout each lesson - to inform planning for future lessons and also undertake summative assessment when required throughout the year and at the end of each year.

We teach the children in KS2 to know and understand how to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory
- Use a dictionary
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words

We will use opportunities to make cross-curricular links where appropriate. For example: -

- English – speaking, listening, phonic work, grammar and spelling.
- Maths – counting, time, shape, seasons, measure

- Music – songs, both traditional and current, musical appreciation of music from other countries
- PSHCE – international and multi-cultural work, festivals
- Computing - e-mailing with Spanish schools
- Arts – dance, famous artists, historians, writers, poets.

We also use links within the wider community – for example links with local high schools and other schools and co-ordinators within RUSC.

EQUAL OPPORTUNITIES and INCLUSION

At Little Heaton CE we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

Assessment

In French continuous assessment is undertaken and recorded in the marking books and is an integral part of the teaching process.

Teachers record individual's strengths and weaknesses and reports to parents at the end of the year.

Monitoring and Evaluation

Lesson observations by the co-ordinator will be timetabled in accordance with the school improvement plan in order to monitor standards and progress. Areas for development will be written into action plans and shared with individuals.