



# Modern Foreign Languages Policy

September 2015

## MODERN FOREIGN LANGUAGES Policy 2015

### Introduction

As part of a new primary National Curriculum, taking effect from September 2014, learning French has become a requirement for children within KS2. Heath Hayes Academy has taught French informally through lessons.

### Aims

We aim to develop children's experience of language acquisition and encourage curiosity about languages. To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing. Extend their knowledge of how language works and explore differences between French and English. And strengthen their sense of identity through learning about culture in Francophone countries and comparing it with their own culture.

### Teaching and Learning Overview

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.*

### Organisation

French is taught in a whole-class setting, by the class teacher. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

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. However, when appropriate, children record written work informally in books which are passed through the years and become a portfolio of their learning.

Below is an outline of the coverage within KS2.

| <b>Year 3</b>                                  | <b>YEAR 4</b>            | <b>YEAR 5</b>           | <b>YEAR 6</b>                     |
|--|--------------------------|-------------------------|-----------------------------------|
| <b>Greetings</b>                               | <b>Revising Year 3</b>   | <b>Numbers 1-100</b>    | <b>The planets</b>                |
| <b>French Names and Classroom Instructions</b> | <b>Siblings</b>          | <b>Hobbies</b>          | <b>Where we live</b>              |
| <b>Numbers to 12</b>                           | <b>Birthday</b>          | <b>School</b>           | <b>My day</b>                     |
| <b>Days and Months.</b>                        | <b>Clothes</b>           | <b>Winter</b>           | <b>Writing and Performing</b>     |
| <b>Christmas</b>                               | <b>Christmas</b>         | <b>Descriptions</b>     | <b>Entertainment</b>              |
| <b>Colours</b>                                 | <b>Mr Wolf</b>           | <b>Spring</b>           | <b>Evacuation</b>                 |
| <b>Where Do You Live</b>                       | <b>Pets and Family</b>   | <b>My Week</b>          | <b>The French Speaking World</b>  |
| <b>Numbers to 31</b>                           | <b>Monsters</b>          | <b>This is the Bear</b> | <b>My family and other people</b> |
| <b>Classroom Objects.</b>                      | <b>Ice creams</b>        | <b>Healthy Eating</b>   |                                   |
| <b>Brown Bear</b>                              | <b>Adjectives</b>        | <b>Café</b>             |                                   |
| <b>All about Me</b>                            | <b>Music</b>             | <b>Understanding</b>    |                                   |
| <b>Very Hungry</b>                             | <b>Little Red Riding</b> | <b>Peace at Last</b>    |                                   |

|             |       |  |  |
|-------------|-------|--|--|
| Caterpillar | Hood. |  |  |
|-------------|-------|--|--|

**Assessment and record keeping**

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented.

**Monitoring and evaluation**

The MFL Subject leader monitors planning and delivery on a termly basis. Findings are shared with the SLT and the MFL SEF is updated as appropriate.

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