



MARSDEN COMMUNITY PRIMARY SCHOOL



Marsden Community Primary School French Policy 2017 - 2018

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1 Rationale for Teaching Languages at KS2

1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. By the year 2014 all KS2 children are to learn a language other than English. At Marsden Community Primary School we are committed to early language learning and believe that the earlier a child is exposed to a foreign language, the faster and more effectively the language in question is acquired. The learning of a foreign language provides a valuable educational, social and cultural experience for the children. Children develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences between the language being taught and English.

1.2 We believe that learning a modern foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, peoples and communities. Learning a foreign language helps pupils to extend their communication skills and enhances self-esteem. It also raises awareness of the multilingual and multicultural world we live in today. Introducing an international dimension to children's learning gives them an insight into their own culture and that of others. The learning of a Modern Foreign Language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

1.3 Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

1.4 **Language learning stimulates children's creativity** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

1.5 **Language learning supports and celebrates the international dimension** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2. Aims of Modern Foreign Language

- To introduce children to another language in a way that is enjoyable and fun
 - To foster an interest in learning other languages
- To provide enjoyment, satisfaction and intellectual stimulation at appropriate levels
 - To stimulate and encourage children's curiosity about language
- To give an insight into the culture and civilisation of the countries where the language is spoken
 - To support global links around the world

- To lay the foundations for future study
- To progress speaking and listening skills
- To help children to explore and develop an awareness of cultural differences and respect these;
- To have the skills and confidence to express themselves in speech and writing in French

3 Teaching and learning styles and procedures

3.1 At Marsden Community Primary School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language for KS2 is French, based on staff knowledge and availability of quality resources.

3.3 KS2 children are entitled to one hour of MFL teaching a week. Lessons will be divided into half an hour whole class teaching and half an hour of various other activities. The split of teaching time is flexible, so the lessons could cover one full hour, five short daily lessons or any combination of lesson length, providing that one full hour of MFL is taught a week.

3.4 Recommended resources are BBC Active Primary French, The Key Stage 2 Framework for Languages' and also 'Early Start.'

3.5 Lesson Content:

The French lessons are to include:

- learning French vocabulary
- asking and answering questions
- using bilingual dictionaries
- teaching of basic French grammar and spelling patterns
- playing games and learning songs
- using language that has been taught in role play situations
- researching and learning about life in France
- beginning to write phrases and sentences

3.6 Progression

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. For example,

single nouns and adjectives	stylo/rouge	pen/red
nouns with appropriate adjective	un stylo rouge	a red pen
verbs in the first person	j'ai un stylo	I have a pen
verbs in the third person	il/elle a un stylo	he/she has a pen
verbs with nouns and adjectives.	Il/elle a un stylo rouge	he/she has a red pen

The children will be gradually asked to respond to longer pieces of French. Only oral French is presented at first, with oral responses required. When the children begin to show an interest in the written word, text will be introduced in the form of classroom labels and big books, which shall be used for shared reading. For more information see:

http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209663

4 MFL curriculum planning

4.1 One hour of MFL teaching a week is to become a statutory National Curriculum requirement for KS2 children from September 2014. We will continue to use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL.

http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209659

4.2 KS2 class teachers complete a weekly (short-term) plan for the teaching of MFL in line with other curriculum Foundation Subjects. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught.

4.3 Links to National Curriculum Subjects

The study of MFL can benefit and support National Curriculum subjects, providing opportunities for the children to make connections, and reinforce understanding and learning.

- Literacy – development of speaking and listening skills, the origin of words, intonation and pronunciation, grammar and sentence construction, different text types, poetry, storytelling and drama. Identification of patterns and parts of speech. Building and reinforcing dictionary skills.
Comprehension of rules and patterns, grammar investigation and explanation.
- Mathematics – Counting and numbers, money and currency, time, the date and real life problems.
 - Science – Environmental factors in different countries, parts of the body and life cycles.
- Geography – comparison of home and MFL country, similarities and differences (locations, climate, topological features, culture)
 - History – specific periods of history relating to MFL countries.
- ICT – email contacts with schools abroad, presentation of work through word processing, PowerPoint and audio / video recording, sourcing of cross-cultural materials (internet).
 - Music – rhyme and rhythm in songs, phrases and words.
 - PE – physical responses to instructions, games and dances from other countries.
- PSHE and Citizenship – knowledge of other countries, cultures and traditions, sensitivity to difference.

5 The Foundation Stage and KSI

A whole school approach to MFL is desirable, so although languages will be optional for the Foundation Stage and KSI at Marsden Community Primary School for the time being, teachers are greatly encouraged to start introducing MFL from September 2014. Our Infant children may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KSI National Curriculum. Infants may take part in any activities – at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills.

6 MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. 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. For more information on inclusion in MFL, see:

http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209685

7 Assessment for learning

7.1 Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

7.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

7.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

For full details on Progression Statements and examples of teaching activities by Year Group, see:

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/>
<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/> and
<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/>

Progression statements are also available on the Languages Ladder: www.assetlanguages.org.uk/UserFiles/File/specialists/cando_sept2005.pdf

7.4 The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

9 Monitoring and review

9.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader and supported by the Headteacher. The work of the subject leader also involves supporting colleagues in their teaching and being informed about current developments in the subject. The leader may have specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of MFL teaching across the school.