



French Policy

Aims:

- Develop an enthusiastic and positive attitude to other languages and language learning;
- Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Become increasingly familiar with the sounds and written form of a modern foreign language;
- Enjoy some degree of success in learning a new language;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
- Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
- Form a sound basis for further language learning at Key Stage 3 and beyond.

Objectives:

- Learn in a non-threatening environment which builds upon positive achievements.
- Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning.
- Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to visitors.
- Apply their learning by reproducing sounds themselves and creating phrases and sentences.
- Develop phonic knowledge about the language through the implementation of a systematic scheme.
- Begin to recognise and read words that they have already encountered in the development of their oracy skills.
- Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory.
- Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s).
- Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school.
- Use their knowledge about the way language works and apply their knowledge when learning a new language.

Teaching Approaches:

- We endeavour to explore and relate aspects of the new language to children's existing

knowledge and awareness of their own languages.

- A variety of learning activities will be used in lessons including songs, fiction and non-fiction texts, games, role play and interactive I.T. in order to provide a varied and stimulated approach to language learning.
- Children will work individually, in pairs, small groups and whole class situations.
- Children will be given opportunities to listen to the teacher, visitors, each other and to native speakers.

Differentiation and Challenge: Children will be supported through appropriate and flexible challenge within the classroom. Children who are 'rapid graspers' or 'working at greater depth' in French will be challenged through extending and developing their responses, and through careful questioning from teachers.

Modern Foreign Language (MFL) Curriculum: MFL is a statutory National Curriculum requirement for KS2. We use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL.

Pupils follow a scheme of work based on the Languages Framework. This scheme gives details of the main teaching themes for each half term and year group. The scheme covers key skills, topics, grammar, songs, phonics and fiction and non-fiction texts.

These plans ensure an appropriate balance and distribution of work throughout KS2 but also include repetition to ensure reinforcement of specific skills such as numbers, alphabet and dictionary skills.

In EYFS and KS1, children access French through a balance of stories, songs and rhymes, giving them opportunities to develop a love of languages.

Inclusion and Equal Opportunities: The teaching of MFL gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Tasks are differentiated to meet the needs of all pupils and extra support, or extension, given when necessary. The MFL policy supports the Equal Opportunities Policy of the whole school by regarding all pupils as equal. Activities and resources take into account gender and multicultural issues therefore ensuring that children whatever their backgrounds are entitled to the same, without any form of discrimination.

Timetabling of French: French lessons are either taught weekly or in blocked sessions.

How do we assess French?

- Teachers will highlight the Learning Objective each lesson in line with the school policy.
- At the end of each half termly topic children self-assess their own learning.
- At the end of each half termly topic the class teacher will complete a class assessment sheet which includes that topic's objectives.
- Each child in KS2 has a French exercise book. These books form evidence of progression in MFL.

Cross-Curricular Links: At Fellgate Primary School, it is our aim to maintain an ambitious vision, with high expectations and a culture of improvement developed through a Growth Mindset.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the English curriculum. There are also opportunities to link to the PSHE and citizenship, geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and mathematics, science, music, art and PE. ICT is used to enhance the delivery of language through interactive presentations and activities.

Work and Presentation: Non-negotiable school presentation and organisation procedures should be adhered to. French work is presented in various ways.

Marking: Marking is ideally done 'live' during lessons, teachers respond to misconceptions as a whole class or through intervention. Pupils sometimes self-assess/peer mark. Questioning is used to extend learning. Learning objectives are highlighted green when children have been successful.

Evaluation and Monitoring: Teachers ensure good coverage of skills, termly pupil voice, governor meetings and work scrutinies. When formal observations take place, they are conducted alongside a member of SLT with a key focus.

School Governor Role in French: There is a link governor allocated for the oversight of French. Key documents/action plans are shared when updated and regular meetings are held with the link governor