



Flixton Primary School Modern Foreign Languages (French) Policy

Intent:

Rationale for Teaching Languages at KS2:

As we are becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Flixton Primary School we believe strongly in the benefit of this and have therefore implemented the teaching of French for all children from Year 3 to Year 6. Foundation Stage and Year 1 and 2 children will be prepared for the learning of a foreign language by the immersion in other cultures through games, songs and activities.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge, helping to create enthusiastic learners and 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. ^[L]_[SEP]

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. ^[L]_[SEP]

Language learning supports oracy and literacy. Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work. They sing songs and recite and perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning, is an important role in the 'education of the ear', which underpins children's capabilities in oracy, which is critical to effective communication, as well as a key foundation for literacy. ^[L]_[SEP]

Language learning leads to gains across the curriculum. Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn. ^[L]_[SEP]

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.

Excellence statements:

Excellence in MFL is typified by:

- children who listen attentively to spoken language and show understanding by joining in and responding [L] [SEP]
- exploration of the patterns and sounds of language through songs, poems and rhymes and link the spelling, sound and meaning of words [L] [L] [L] [SEP] [SEP]
- the development of accurate pronunciation and intonation
- children who read carefully and show understanding of words, phrases and simple writing [L] [SEP]
- children who write phrases from memory, and adapt these to create new sentences [L] [SEP]
- an understanding of basic grammar including feminine, masculine and neuter forms and the conjugation of high-frequency verbs
- an understanding of key features and patterns of the language; and how these differ from or are similar to English.

Implementation:

Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

In KS2, each class has a timetabled French lesson of at least 45 minutes. Lessons across the Key Stage support the skills of speaking, listening, reading and writing:

- We follow the primary MFL scheme of work from Language Angels. Each unit from the scheme is designed to be taught over a half term, with six lessons per unit. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved.
- Each teaching unit is divided into 6 fully planned lessons. which has been designed to support staff with audio recordings of all the French content with accompanying English translations.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.
- During each unit the children experience at least one simple song and an illustrated story to encourage engagement. There are also a variety of other songs, stories and finger rhymes available for each year group to use as and when appropriate.
- Each lesson will incorporate materials to include ample **speaking** and **listening** tasks.
- Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use.
- **Pupil learning and progression** will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading** and **writing**) at the end of each unit to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Impact:

The impact of this policy on outcomes for children is measured against our Excellence Statements for MFL.

The MFL subject leader monitors the impact of this policy through:

- Book scrutiny
- Pupil interview / survey
- Data analysis
- Teacher interview / survey

Leadership team monitoring is also fed to the MFL lead.