



MFL (French) Policy

The National Curriculum in England States:

Purpose of study

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

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.

Curriculum and School Organisation

Whilst there is a strong focus on language learning skills (transferable to learning any new language), French is taught regularly to ensure progression and a smooth transition into secondary school. Children are taught to know, apply and understand the matters, skills and processes specified in the National Curriculum Programme of Study in a weekly dedicated French lesson

Teaching and Learning

- French will be taught in KS2 for one hour per week. This will be in the form of a single lesson lasting an hour or as a half hour session with daily reinforcement lasting 10 minutes per day.
- Teachers should plan lessons in line with the National Curriculum: Languages Programme of Study as well as using the SoW 'La Jolie Ronde'
- Teaching should focus on enabling pupils to make substantial progress in French.
- Teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.
- Teaching should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The National curriculum States that pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

Curriculum Management

The MFL co-ordinator will facilitate the development of languages in the following ways:

- By managing the implementation of the languages policy;
- By updating the policy and scheme of work;
- By ordering/updating/allocating resources;
- By identifying need and arranging CPD so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments

Inclusion

The school promotes equal opportunities and fairness and so all pupils shall have the opportunity to develop languages capability. Groupings for languages should generally follow the same pattern as for all lessons.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. As the French teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. Learning Ladders (produced by Focus Education) are used to assess children's attainment. This information is shared with the next class teacher and in end of year reports to parents.

If any written languages work is produced, it is marked in line with the school policy on marking.