



Work Together

Love to Learn

Reach for the Stars!

NEWPORT PRIMARY SCHOOL

MFL (French) POLICY

Signed:

Name: Mr Jimmy Sykes

Position: Chair of Governors

Signed:

Name: Ms Deborah O'Connell

Position: Headteacher

Aims and objectives

In our school we teach French to all Key Stage 2 children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development, and this is the area children find more difficult at later stages. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. It also results in a more accepting and wider view of the world.

The main objective of teaching a modern foreign language in primary school is to promote the early development of a child's linguistic competence. We also want to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- make young children aware that language has structure, and that the structure differs from one language to another, but that there are also many similarities.

Teaching and learning style

We base the teaching on the guidance material and objectives in the QCA scheme of work for modern foreign languages and Light Bulb Languages.

We emphasise speaking and listening skills over reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into games and when learning vocabulary, as we believe that this serves to reinforce memory.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs), puppets and soft toys (where appropriate). We frequently use mime or actions to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

The use of ICT is vital in French lessons. The interactive whiteboard allows for quick memory games and gives children a visual representation of the words they learn as they learn them.

Organisation

In Reception we aim to introduce the learning of the French language through fun active games and songs; this continues through Key Stage one and the knowledge of French vocabulary and pronunciation gradually

builds. All of the learning is thematically linked through our whole school curriculum. This then builds and develops on the 2 year cycle, which allows the children to recap, and deepen their learning each time. Most of the learning is active and through listening and joining in, forges a sound platform on which to develop the language further in Key Stage 2. We teach for 45 minutes to an hour a week. It is preferable for this to be broken up into 2 shorter sessions. The class teacher is responsible for teaching French.

Teachers follow the school's long-term plan for French.

The curriculum

French is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the guidance given in the KS2 framework for languages and the supplementary guidance published by QCA. Teachers also use Lightbulb Languages to supplement learning.

Where possible we try to link French with the topics we focus on, as part of a creative curriculum. It is perfectly acceptable to adapt the units, and change areas of vocabulary. Our focus is on the skills the children are learning, and on developing their confidence as speakers.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar and phonics;
- use dictionaries;
- work in pairs, and groups to communicate in the other language;
- look at life in another culture.

The contribution of modern foreign languages to teaching in other curriculum areas

English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure. It can also reinforce punctuation rules.

Mathematics

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money. We also use games that involve using coordinates and maps.

Personal, social and health education and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography

We ask the children to use maps to locate countries in which the particular foreign language is spoken, and to find out about them. MFL pupils likewise learn about the climate of the countries in which the language is spoken.

Music

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. We also play classical music by composers from the countries in question (e.g. Saint-Saëns's *Carnival of the Animals*).

History

We teach children about significant historical figures and events in the history of the countries whose language we are studying (e.g. Bastille Day).

Science

Children reinforce their knowledge of parts of the body through related games, such as 'Jacques a dit', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

PE

We teach children dances from the countries in which the foreign language is spoken, for example 'Sur le Pont d'Avignon'. Many of the games we use to teach children modern foreign languages are very active games that require fast reactions, for example 'Jacques a dit' and 'Quelle heure est-il M. Loup'.

ICT

Children's ICT skills are enhanced through writing emails in French, creating powerpoint presentations, taking digital photos, recording their voices and playing interactive games.

Modern foreign languages and inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. We set suitable learning challenges and respond to each child's different needs.

Assessment for learning

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and through using a language portfolio, as agreed with the local cluster group of schools. This allows children to assess their own progress and see their next steps.

Resources

We have a collection of resources found on the MFL bookshelf, including themed activities e.g. for Christmas. We use the East Riding resources and several online resources, all of which are mentioned in our long-term plan.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school.

The Year 6 teacher passes on information to our local secondary school, as and when required, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

This policy will be reviewed at least every two years.

Amy Earl