



# Glen Hills Primary School Modern Foreign Language Policy (French)

---

At Glen Hills, we believe that learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners. Through their learning at this young age, children can develop positive attitudes to language learning throughout life, enhanced communication skills and an understanding of other cultures.

## Our aims

We aim to:

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- Stimulate and encourage children's curiosity about language and explore the differences and similarities between the taught language and English;
- Support oracy & literacy, and, in particular, develop speaking and listening skills;
- Enhance children's awareness of the multilingual and multicultural world and help develop their awareness of cultural similarities and differences;
- Lay the foundations for future language study by pupils;
- Give an extra dimension to teaching and learning across the curriculum by linking with other subjects.

## Our objectives

### Speaking and Listening

Children will

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- Understand and respond with increasing competence, accuracy and confidence in a range of situations;
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable way, and to learn sentence structures;
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

### Reading and Writing

The children will learn to:

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;

- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- Read, copy and write independently familiar words, simple phrases in context eg classroom items, display labels, weather chart, date;
- Write sentences and short texts independently and from memory.

### Intercultural Understanding

The children will learn to:

- Describe the life of children in the countries where the language is spoken;
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

### Implementation

At Glen Hills, all children study French in years 3-6.

### Planning

Medium term planning is now done by year groups in accordance with the Catherine Cheater scheme of work. Short term lessons are done by individual teachers working together in year groups. There are detailed lesson plans provided in the published scheme which can be used as a basis for teaching and a range of other resources to supplement these resources.

### ICT

Whenever possible, ICT is used by teachers and pupils to enhance and improve the teaching and learning of French. The internet is a major source of resources especially in the area of cultural awareness, where French websites and video clips can give a real insight into French life and culture. The school has sets of iPads and netbooks which can be used as well as an ICT suite.

### SEN / More and Very Able

All children learn French as part of the school's commitment to providing a broad and balanced curriculum. Where necessary, less able pupils or those with physical needs may be supported by a teaching assistant, and differentiated tasks are provided by the class teacher to support the different levels of ability.

### Assessment and Monitoring

Teachers use assessments in French to support teaching and learning and inform future planning.

Assessment of children's attainment and progress in French is gained from:

- Observation of paired or group work;
- Questioning and listening to individual responses;
- Assessment of written work.

We also wish the children to be aware of their own progress and achievements and therefore

Assessment for Learning strategies are used in French as in any other curriculum area. Teachers may also use the materials available in the Junior Language Portfolio.

As part of the monitoring of French teaching through Key Stage 2, lessons may be observed by the head teacher, the co-ordinator or another member of the senior leadership team.

Summative assessment of French is carried out in the following 3 areas: Speaking and Listening, Reading and Writing using the Symphony Assessment System.

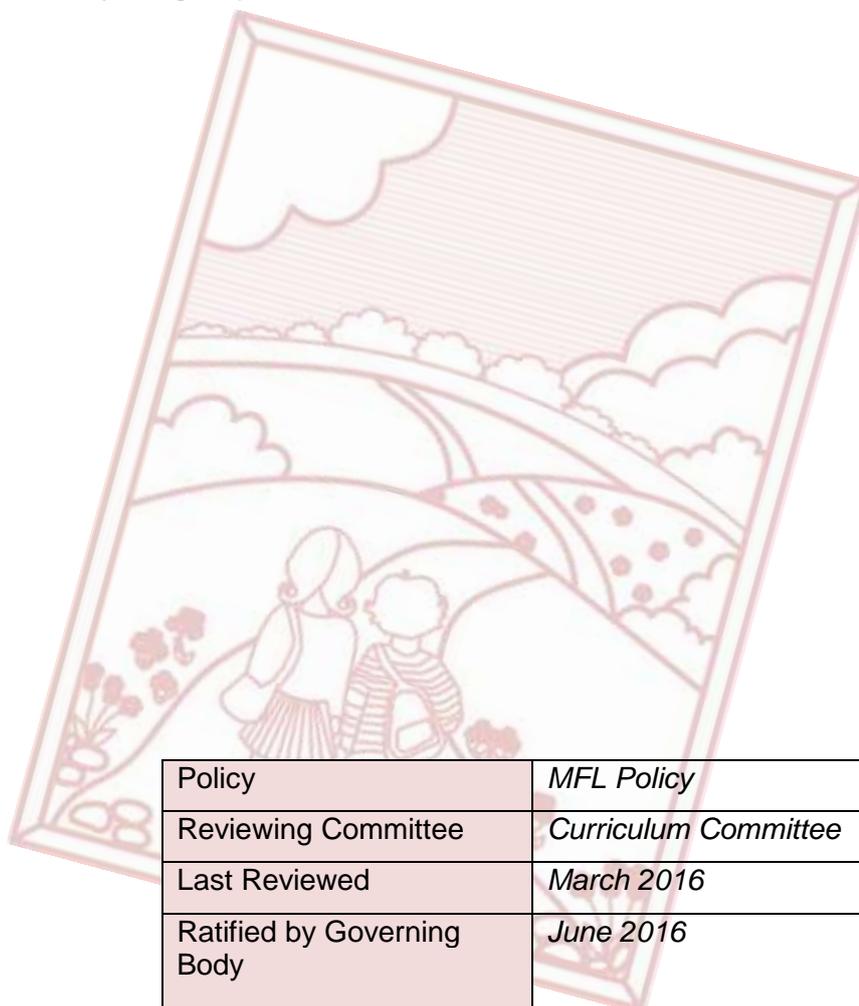
### Health and Safety

Teachers and classroom assistants will always ensure that Health and Safety guidelines within the classroom setting are adhered to.

### Role of the Coordinator

The role of the MFL coordinator is to:

- Advise and support staff in the planning and delivery of French lessons;
- Take responsibility for the purchase and organisation of resources;
- Keep up to date with curriculum developments and inform colleagues as appropriate;
- Monitor progress in French by collecting samples of work from each year group;
- Conduct an annual scrutiny to ensure good planning and coverage of objectives across each year group.



Policy	<i>MFL Policy</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	<i>March 2016</i>
Ratified by Governing Body	<i>June 2016</i>