



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 children's oral & 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 e.g. 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. We recognise that learning a modern foreign language is likely to be new learning for most children and as a consequence children with special educational needs may be learning at the same level as their peers and therefore may not require much differentiation. However, when necessary, less able pupils or those with additional needs may be supported by a teaching assistant and differentiated tasks will be provided by the class teacher to support the different levels of ability.

Extension tasks are given to those children who require additional challenge; these may include using new vocabulary in conjunction with pre-existing knowledge or

independent vocabulary investigations.

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 encourage self/peer assessment when possible.

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.

British Values

British values are taught and referred to throughout French lessons, some of these include:

Democracy.

We help to write the classroom rules and we sometimes vote for decisions made by the class. We can all have express our opinions and ideas in a respectful environment.

We are treated fairly and treat others fairly.

The rule of law.

We obey the school and classroom rules.

Individual liberty.

We are encouraged to make choices in our work and in our classroom / school environment.

Mutual respect.

We show respect for each other including those who come from different backgrounds and speak different languages to us.

Tolerance of those with different faiths and beliefs.

Differences between countries are discussed and considered including different faiths and religions and the variations in ways of celebrating Christmas and Easter are discussed.

Cultural Capital

Within French lessons through KS2, children learn about the celebrations of festivals and national celebrations such as Christmas and Bastille Day.

This promotes an awareness within the children that they are part of a larger community and helps them become more aware of how people live in different places.

SMSC

The SMSC development of children at Glen Hills within French is highlighted in a detailed report on SMSC in French which is available to view on the school website.

When appropriate to the unit being taught, children will be equipped with knowledge organisers allowing them to have easy access to key language and phrases that they will need.

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</i>
Last Reviewed	<i>December 2020</i>
Ratified by Governing Body	<i>January 2021</i>