



LARKS HILL J&I SCHOOL

MFL Policy – French

(Modern Foreign Languages)

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Modern Foreign Languages Policy - French

“Learning a foreign language is a 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.”

The National Curriculum (September 2013) page 193

Introduction

At Larks Hill J & I School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, promotes global citizenship and encourages them to understand their own cultures and those of others.

Foreign language learning has now become part of the National Curriculum from Key Stage 2 onwards. However, Larks Hill recognises the value of providing age appropriate language learning opportunities throughout school. The focus of language taught in EYFS is on singing songs and becoming familiar with simple vocabulary. This progresses during Key Stage One with the ‘Little Languages’ Scheme and then develops further into Key Stage Two with a mixture of ‘La Jolie Ronde’ (both schemes are written by Rachel Redfearn) and other teaching approaches.

Aims and objectives of Primary Languages education at Larks Hill J & I School

The aims of Primary Languages teaching at Larks Hill School are 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 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 a variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing

Subject content

The children will learn 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;
 - understand basic grammar appropriate to the language being studied, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Teaching and learning Primary Languages at Larks Hill J & I School

At Larks Hill School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of French whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

1. Languages lessons

In Key Stage 2, children are taught specific skills, concepts and vocabulary in dedicated lessons by the class teacher or HLTA. Whether through shorter, more frequent sessions or one longer lesson, language learning should amount to one hour per week. Ideally, if one longer lesson is chosen, opportunities should be taken for reinforcement during the week. In the Early Years Foundation Stage and Year One, language is introduced in incidental sessions (see paragraph 3) and in Year Two, more formalised language learning takes place to ensure children are ready to access the Key Stage Two curriculum.

2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the

vocabulary and structures they have learned.

3. 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants a school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

British Values

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken. By learning about other cultures, children will be able to identify and explore what British Values are – where we are similar and different to other countries.

Inclusion

Primary Languages teaching at Larks Hill School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Planning and resources

Primary Languages is planned following the guidelines outlined in Curriculum 2014. The school sets a scheme of work based around 'Little Languages' at EYFS and KS1 and 'La Jolie Ronde' at KS2. It is regularly updated with advice from its author Rachel Redfearn - Wakefield LA, at regular network meetings attended by the Subject Leader Lynda Hewes. This ensures that there is continuity and progression in both skills and content across all classes. Teachers and teaching assistants collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school. The Primary language resources are added to each year, after the Subject Leader audit. The

curriculum will also be supplemented with an additional scheme of work when this becomes available.

Staff development

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network meetings and local authority training. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built against each lesson objective. Achievement is measured against whether each individual has met a particular objective, this is then marked as complete or as an area for next steps learning which has yet to be attained. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and from time to time we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT links via e-mail and approved sites on the Internet, to find out about life in other countries, especially those in Africa. As a school we have links with primary schools in Uganda and Ghana. Additionally, we have recently started making links with some schools in France to enable us to start a pen pal scheme.

Each year Larks Hill J & I School holds a multi-cultural, French event, which may or may not be linked to another subject, in which all children take part, and in which parents and other community members are also invited to participate.