



Woodfall Primary and Nursery School

MFL Policy (French)

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery and teaching of languages (at present French). It will form the basis for the development of French teaching and learning in the school over the next two years. This policy was developed by the subject leader for Languages (Anne Saulnier)

Purpose of Study

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 in England: Key stages 1 and 2 Framework Document.
September 2013

Provision of MFL at Woodfall Primary School

The school is a two forms entry school with approximately 414 pupils of whom 208 are boys and 206 girls on roll. The first language of the majority of pupils in the school is English. There are also a number of pupils who have French, Spanish, German, Russian, Polish or Arabic as their first language.

French is the language taught all across the school apart from Nursery. All KS2 classes receive a 50-minute lesson weekly. KS1 classes have a weekly 30-minute lesson and EYFS have 20 minutes. A MFL specialist (AS) delivers all the language lessons. The subject leader (AS) provides ideas for follow up 'Can you activities' which are displayed in each class room.

Vision:

At school, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Aims (Intent0

- To ensure that early French language forms a regular part of the normal curriculum and makes a special contribution to the linguistic, personal and cultural development of the child
- To ensure that MFL (French) learning for primary children is practical, active and fun and develops an enthusiasm for and interest in MFL learning.
- To introduce children to simple vocabulary and structures, which can be used in a variety of contexts in the normal school day, eg date, classroom organization, in the hall at lunchtimes, routines, songs.
- To further develop links with our French partner schools (**Ecole Pierre Vincent in Alissas, partner from 2011 and Ecole Jean Rostand , Rioms, France partner from 2019)** With the help of our link teachers, **Catherine Reynier** and **Florence Vullo**, we aim to develop language learning in a practical situation with the exchange of emails, photos, letters and video links.
- To increase children's cultural awareness of aspects of home culture by learning about other cultures and raising awareness of citizenship issues.

Curriculum Management

The subject leader will facilitate the use of languages in the following ways:

- By updating the policy and schemes of work.
- By ordering/updating resources.
- By keeping staff abreast of new developments. The school is a member of the Association for languages
- By attending appropriated courses to update knowledge of current developments, and by keeping links with cluster schools. As part of the Primary Languages Network, the subject leader (AS) attends coordinators' CPD and the annual PLN conference .
- By providing an annual subject action plan
- By ensuring the language skills of staff are developed and sustained the school are members of the Primary Languages Network.

The Curriculum: (Implementation)

Our school follows Catherine Cheater's scheme of work and the Primary Languages Network scheme of work. The latest one is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Speaking French is encouraged in the classroom and outside that classroom. with Miss Saulnier/ Mrs Veaver, who is a native French speaker. Class teachers have opportunities to practise French with the pupils across the curriculum.

Inclusion

Inclusion of pupils with special needs will be assisted with the use of diverse range of teaching strategies employed and through the setting of suitable learning challenges appropriate to the needs of the pupils.

Teaching and Learning:

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their **linguistic skills through listening, speaking, reading and writing** in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills..

Assessment and Recording

Progress (Impact) made against the Learning Objectives for each term is recorded, noting where outcomes are 'Better than Expected', 'Expected' or 'Below Expectations'.

At KS1 progress is recorded in Listening and Speaking. At KS2 progress is recorded in the four skills of Listening, Speaking, Reading and Writing.

All pupils in KS2 have a French book containing evidence of written work. They also have French reading records to write about French stories they have listened to. Pupils receive an effort grade in French on their annual report. Years 3, 4 and 5, 6 have a self assessment sheet for all 4 skills in the form of 'I can' statements and have a termly summative assessment.

Year 6 links with KS3

The Subject leader(AS) is in contact with link teacher at NHS (Mr Garcia) to make sure that year 6 pupils have had the opportunity to attend Languages Days at the high school .