



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **Policy for Modern Foreign Languages French**

*At St. Mary's we aim to provide a high quality education to enable every child to reach their full potential within a nurturing Christian community*

November 2016

## **Introduction**

This policy is a statement of the aims, principles and objectives for the teaching of MFL at St Mary's Church of England Primary School. It replaces the previous MFL Policy and affects all year groups in the school. It takes into account the National Curriculum 2014 for MFL and recent curriculum developments. The implementation of this policy is the responsibility of all teaching staff and should be overseen and monitored by the subject leader and the senior leadership team.

## **Rationale**

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. From September 2014 all KS2 children are to learn a language other than English. At St Marys CE Primary School we believe strongly in the benefit of this and have therefore implemented the teaching of French for all children including Foundation Stage and KS1.

## **Aim**

Our aims for teaching MFL are for our children to develop the skills needed to speak and understand French so that they are efficient and confident in a wide range of contexts.

## **Objectives**

- To foster an interest in learning another language which in turn may lead to a real desire to learn subsequent languages at Secondary School
- To become aware that language has different sounds and structure, and that these sounds and structures differ from one language to another
- To develop speaking and listening skills
- To gain enjoyment, pride, confidence and a sense of achievement
- To explore and apply strategies to improve their learning
- To explore their own cultural identities and those of others

## **The MFL Curriculum**

The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. MFL is a foundation subject of this national curriculum and the knowledge, understanding and skills for this subject are set out in the *National curriculum for England: MFL programme of study* (2014).

## **Subject content**

We use Little Languages scheme in EY/KS1 and La Jolie Ronde Scheme in KS2. Electronic copies can be found on the Public folder and hard copies in classes.

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and later on in writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

## **Teaching and learning styles and procedures:**

- At St Mary's C.E. Primary School, we will use a variety of teaching and learning styles in our

MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, pairs, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; Computing, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

- Our chosen language for KS2 is French, based on staff knowledge and availability of quality resources. The lessons are to be delivered by the class teacher in EY/KS1 and the split of teaching time is flexible: it can be delivered in short or longer sessions depending upon the nature of the activity and the age of the children. KS2 has a specialist French teacher 30 minutes a week supported by the class teacher who will reinforce the lesson throughout the week.
- Recommended resources are available in school. This includes physical resources (DVDs, Posters, Flash cards) and computer programmes to support the class teaching (La Jolie Ronde on the public folder).

### **Lesson Content**

The French lessons may include:

- Learning French vocabulary
- Asking and answering questions
- Teaching of basic French grammar and spelling patterns
- Playing games and learning songs
- Using language that has been taught in role-play situations
- Researching and learning about life, geography, culture and traditions in France
- Reading French stories and using simple French dictionaries
- Beginning to write phrases and sentences

French will be included, where appropriate, in whole school occasions e.g. Church services and concerts and individual classes may choose to do class presentations to parents. French will be used in displays that relate to the children's learning and in some class routines like 'Five a Day activity sessions'. Languages other than French may be used within individual classes, for example when answering the register, but French will be the main, assessed language.

### **Extra-Curricular Clubs**

We provide opportunities to develop language skills by hosting EY, KS1 and KS2 clubs. Early Years can participate in a 20 minute French club followed by a 30 minute KS1 club. KS2 have the opportunity to take part in one of three Latin clubs (Beginner, Intermediate and Advanced Classics).

### **Planning**

Planning will take place in three phases: long-term, medium term and short-term.

- Long term plans are taken from the requirements from the overall framework. See Appendix 1 for Whole School Curriculum Map
- Medium-term plans, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans. In KS2 these are produced and shared by the French Specialist Teacher

- Short term plans are the class teacher's weekly learning objectives on a weekly timetable grid. These plans list the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught, resources, inclusion etc.

Medium and short term plans are inextricably linked and often staff will have Medium and Short Term planning contained within one working document.

### **The Foundation Stage and KS1**

All pupils at St Mary's CE Primary school will be exposed to Foreign Language teaching. The younger pupils will experience a foreign language through games, songs and topic work which will motivate pupils, be inclusive for all and also develop other literacy skills.

### **Inclusion and Equal Opportunities**

All children are provided with equal access to the MFL curriculum. We aim to provide suitable learning opportunities regardless of gender, age, religion, sexuality, disability, ethnicity or home background.

### **Differentiation and Special Educational Needs**

At St Mary's the class teacher and specialist French teacher deliver the MFL curriculum and teaching is organised to enable pupils of all abilities access to the learning. During a French lesson children are often taught in mixed ability groups or whole class. Where appropriate these groups or individual children, including pupils with Special Educational Needs and Disability (SEND), are supported by our teaching assistants and other learning support staff.

### **English as an Additional Language (EAL)**

We support our EAL children in a variety of ways during MFL lessons. Whole class sessions provide opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focused teaching input. We repeat instructions for EAL children when necessary and emphasise key words. Some language may need careful explanation.

### **First Language Speakers**

From time to time we have families within the school that speak French as their first language. These families are encouraged to share their knowledge and skills for the benefit of the class/school. In the past adults have visited classes to share their cultural knowledge (EY Food from Around the World), led demonstrations and supported in a French Style Café at Open Evenings.

### **Assessment for Learning**

Assessment for Learning (AfL) is embedded into each lesson and teachers use AfL techniques and strategies on a daily basis in order to identify pupils' strengths and difficulties, inform guided group work and improve the learning outcomes for each child. Short-term planning is constantly reviewed and modified on the basis of these assessments.

### **Pupil Assessment**

Pupil progress will be assessed using a combination of both formative and summative assessment techniques at KS2 by the French Specialist teacher. In EY/KS1 formative assessments through questioning will be noted in class teacher's assessment notes.

### **Monitoring**

Monitoring of the standards of children's work and the quality of foreign language teaching is the

responsibility of the Subject Leader, supported by the Head Teacher and colleagues. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the teaching of a foreign language in the school. The subject leader will keep samples of children's work and evidence of MFL displays in a portfolio. This demonstrates what the expected level of achievement is in French (MFL) in each year of KS2.

### **Roles and Responsibilities**

The subject leader for MFL is responsible for the following areas:

- ensuring an understanding of the national curriculum for MFL amongst teachers, teaching assistants and other support staff
- keeping up to date with developments in MFL teaching
- observing colleagues and monitoring the planning and quality of teaching
- leading by example in the way of teaching in own classroom
- preparing policy documents
- advising colleagues and helping to develop expertise
- encouraging the development of MFL activities that are appropriately differentiated and enable progress
- liaising with the Specialist French Teacher, Language club providers, Head Teacher, Deputy Head Teacher, Senior Leadership Team and reporting to Governors as appropriate
- making purchasing decisions
- contributing to INSET training of staff

### **Links with other School Policies and Practices**

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- Teaching and Learning Policy
- Health and Safety Policy
- Policy for ICT
- e-Safety Policy
- Inclusion Policy
- Pupil Behaviour and Discipline Policy

It would be good practice for all staff to familiarise themselves with both this document and the suggested linked documents.

### **Review**

The MFL subject leader will review this policy once every year as well as responding to trends that suggest the need for earlier review.

### **Policy originally written by Mrs Wendy Livingstone**

Policy last reviewed by:

Name: **Mrs Wendy Livingstone – MFL Subject Leader**

Date: **September 2016**

The Policy for MFL was reviewed and largely rewritten in: **October 2016**

Formally adopted by Governors:

Suggested Date of Next review (Annually?): **September 2017**

**Appendix: 1**
**Curriculum Map for French**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EY/KS1 Little Languages</b>						
<b>EYFS</b>	Greetings Yes/No	Positive phrases Happy Christmas	Numbers to 5	Goodbye	Mummy/Daddy	Who does it belong to? Does it belong to Joseph? No, I don't think so. Yes it belongs to Frank
<b>Year 1</b>	Happy Birthday Thank you Yum Yum, delicious, yuk. Hello	Please You're welcome, very good, excuse me, goodbye Numbers 1-6	Feelings How are you? I am ... Happy New Year Mummy/Daddy Love from	Run on the spot Touch the sky/ground, turn around, jump, clap twice, walk on the spot	Writing numbers to five	Sports Colours
<b>Year 2</b>	Greetings Colours and patterns	Shapes Numbers to 10 Christmas	Fruit How much is it?	Greetings and positive phrases	At the Seaside	Buying Food
<b>KS2 La Jolie Ronde</b>						
<b>Year 3</b>	Greetings Saying name Classroom commands Numbers	Classroom objects Colours Age St. Nicolas/Christmas	Fête des Rois Food (Fruit) Days of the week Hungry Caterpillar/La Chenille qui fait des trous.	Parts of the body Describing yourself Easter	Animals Using j'ai Numbers to 20	Months of the year Celebrations La Bastille
<b>Year 4</b>	Parts of the body Describing yourself Revision of colours Using adjectives	Zoo animals Developing descriptions Using il/elle Christmas/Noël	Family Using possessive adjectives	Hobbies Saying what you like and don't like Easter/Pâques	Weather Numbers to 40	Clothes Holidays The beach
<b>Year 5</b>	Places in town directions	Revision days of the week/ Months of the year	Revision of hobbies Saying what you like and Don't like	Revision and extension of food Giving opinions about food Healthy eating Easter/Pâques	Weather Seasons	Saying where you live
<b>Year 6</b>	Revision of days of the week/months/dates Weather	Clothes Saying what you like and Don't like Colours Christmas/Noël	Revision of family Using il/elle to describe other people Revision of parts of the body and adjectives	Saying where you live (house or flat) Rooms in the house Furniture Easter/Pâques	Simple future Planning for the summer Where are we going?	Where are we staying? What are we going to do?