



DATCHET ST.MARY'S C OF E PRIMARY ACADEMY

POLICY NAME : FRENCH

VISION: Preparing pupils for their futures through real life experiences.
We are one, we are strongest working together in unity.

1: Corinthians 12 – 14

This vision is at the heart of everything that we do. In French pupils use our vision to work together when speaking the language, we celebrate the difference in the languages that we speak (drawing on the other languages spoken in the class, in particular the Latin-based languages). This brings us closer together by learning another language.

Members of staff responsible: Sue Phillips

Links to other policies: Art, English, Geography, History, ICT, Mathematics, Music, PE, PSHCE, RE, Science .

Intent:

The 2013 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Datchet St Mary's Primary Academy, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

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Implementation:

Children are introduced to French in KS2 and receive a weekly lesson. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Children learn French throughout Key Stage 2, which is timetabled for a 30-minute session per week. The class teacher or HLTA delivers the language in his/her class and incorporates French where possible in daily routines.

Lessons across the Key Stage supports the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French.
- We follow the primary MFL scheme of work from Twinkl planit.

Impact:

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences, including 'French Day' also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

Teaching and Learning

The subject matter taught is in the following areas :

- Listening and speaking (oracy)
- Reading and writing
- Stories, Songs, Poems and Rhymes
- Grammar

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We frequently use pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

Differentiation

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

Cross- curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

English: Development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/ spelling links, dictionary work, formation of structures (e.g. singular/ plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types and formation of complex sentences.

ICT: materials from the internet and satellite television, video and audio,

Citizenship: The multilingual society, knowledge of other countries and cultures.

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Mathematics : Counting, calculations, money, time and date etc.

Geography: Work related to studying other countries, weather.

Science: Parts of the body, animals.

Music: Rhyming, rhythm, singing, composition and world music.

RE: Celebration of festivals, storytelling, calendars, customs, international and multicultural work.

History: Study of the history of other countries.

Art: Colours, artists from around the world, descriptions of paintings.

PE: Physical responses to the teachers instructions issued in the language being learnt.

Assessment

The children are assessed by the teacher and also carry out self-assessments to see and monitor the progress that they are making in the language. This is done informally during the lessons to inform future planning.

We assess: • listening • speaking • talking to somebody • reading • writing

Children are assessed on an ongoing basis by the class teacher. At the end of each term teachers will assess children and input data onto Datchet ST Mary's subject assessment tracker in order to inform future planning. On an annual basis, we report attainment and effort to parents as part of our end of year report

Equal Opportunities

At Datchet St Mary's we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum.

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We believe all children should have access to and participation in the learning of languages and to be supported in this process.

Inclusion

At Datchet St Mary's we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Classroom Support

Teaching assistants and support teachers are used, where necessary and when available, to support children with particular needs.

Role of the MFL subject leader

The MFL Leader

- Supports teachers and helps to improve the overall quality of mathematics teaching across the school, taking the lead in policy development to ensure continuity and progression throughout the school.
- When non-contact time is provided, the Leader monitors teaching in mathematics across the school and ensures adherence to documentation.
- The Leader takes responsibility for the purchase and organisation of MFL resources and keeps up-to-date with developments in MFL education disseminating information to colleagues as appropriate.