

Introduction

This policy outlines the teaching and learning of Modern Foreign Languages (MFL) at St Catherine's Primary School. The school's policy for MFL is based on the 2014 National Curriculum, which links directly to the schools planned curriculum for teaching of French. We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and development in other subjects. We are keen to promote the introduction of a modern foreign language to all pupils in key stage 2. As a school we have chosen to study French. It has the full agreement of the Governing Body who approved it. The implementation of this policy is the responsibility of the key stage 2 teaching staff.

Aims

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

Teaching and Learning

The teaching of French will enable pupils to make substantial progress in one language. Teaching will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of French study will be on practical communication.

Pupils are taught 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 (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Planning

Lessons are planned through the Units selected from the Light bulb Languages Curriculum. When appropriate planning is annotated with indication of:

- TA Support
- Differentiation

Curriculum 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:

- Literacy: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction
- ICT: use the internet to research, PowerPoints to present and use of word processing.
- PSHE&C: the multilingual society, knowledge of other countries and societies
- Numeracy: counting, time and the date, money
- Geography: work relating to the study of other countries weather
- Science: work on parts of the body, animals.
- Music: rhyming, rhythm, singing, composition, world music
- RE: celebration of festivals
- History: work relating to the study of other countries, famous people
- Art: look at paintings and the lives of painters
- PE: physical responses to instructions issued in the language learnt

Assessment

Teachers assess children's progress informally during the lessons, evaluating progress against the outcomes stated within the taught units.

At the end of the year pupils are assessed against the attainment targets:

- Speaking and listening
- Reading and writing
- Intercultural understanding.

Equal Opportunities

French is taught in line with the school's equality policy.

Special Educational Needs

The needs of all children will be met through differentiated learning and support from teaching assistants as appropriate.

Monitoring and Evaluation

The MFL subject leader will monitor planning and assessment, talk to pupils and observe classroom practice. In addition, the work of the subject leader involves supporting colleagues in the teaching of French and informing teachers about current development in the subject.

Resources

The Lightbulb scheme of work is well resourced with power points to address the key attainment areas of speaking and listening, reading and writing and intercultural understanding. The resources needed for each unit are provided within the scheme. There are also a range of books, and games in the MFL resources area. Other resources are also borrowed from Cornwall County Council library resource base.

Governors

Governors will be kept informed of developments in the teaching of French through their visits and governors' meetings.