

English Martyrs' Catholic Primary School



POLICY FOR MODERN FOREIGN LANGUAGES

FRENCH

Our English Martyrs' School community aims to follow the example of Christ in welcoming, recognising, fostering and developing each individual as a unique and special gift of GOD with value and dignity

Date reviewed: November 2018

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POLICY FOR MODERN FOREIGN LANGUAGES - FRENCH

‘Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework.’ – KS2 Entitlement to Languages.

Rationale

At English Martyrs we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for children of all ages. Pupils develop communication skills, extend their knowledge of how language works and explore differences and similarities between their own and other languages. Learning another language celebrates the multilingual and multicultural world and provides an international perspective in children’s learning, giving them insight into their own culture and those of others.

Aims

- to foster an interest in language learning by introducing children to another language or languages in a way that is enjoyable and accessible to all pupils;
- to stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
- to support oracy and literacy, and in particular develop listening, speaking, reading, writing, grammar skills, in line with the National Curriculum Key Stage 2 Programme of Study 2014;
- to help children develop their awareness of cultural similarities and differences;
- to lay the foundations for future language study by pupils;
- to provide an added perspective on first language teaching and learning;
- to give an extra dimension to teaching and learning across the curriculum.
- For all children to form a sound basis for further language learning at Key Stage 3 and beyond.

Nouns	Awareness that nouns can be masculine or feminine, and how to recognise singular or plural.
Alphabet	Also key phoneme/graphemes <i>ch, ou, é/er/et/ez, gn, on/an, in/ain, oi</i> and a simple awareness of silent letters.
Adjectives	Colour, size and some simple adjectives. A simple basic awareness of position and agreement.
Core structures	<p><i>C’est... It is...</i> <i>Ce n’est pas... It isn’t...</i> <i>Il y a... There is / there are...</i> <i>Il n’y a pas de... There isn’t / aren’t...</i> <i>J’ai... I have...</i> <i>Tu as... You have...</i> <i>Il/elle a... He/she has...</i> <i>Je n’ai pas de.. I haven’t got / don’t have ...</i> <i>Je suis... I am...</i> <i>Tu es... You are...</i> <i>Il/elle est... He/she is...</i> <i>J’aime... I like...</i></p>

	Je n'aime pas... <i>I don't like...</i> Je voudrais... <i>I would like...</i>
Numbers	At least to 31. Ideally up to 69. Up to 100 is a bonus.
Days/Months/ Birthday	To be able to answer the questions: <i>Quelle est la date aujourd'hui? Quelle est la date de ton anniversaire?</i>
Telling the time	(On the hour) Il est une heure. - <i>It is 1 o'clock.</i> Il est deux heures. – <i>It is 2 o'clock.</i>
Recognise and answer some questions.	Qu'est-ce que c'est? <i>What is it?</i> Où est..? <i>Where is..?</i> Comment tu t'appelles? <i>What is your name?</i> / comment t'appelles-tu? Quel âge as-tu? <i>How old are you?</i> As-tu? / Aimes-tu? <i>Do you have / Do you like?</i>

Methods

French is introduced in Year 3 by the class teacher, with support from the MFL Leader.

A weekly MFL lesson is timetabled for Years 3 – 6 and the children are taught within their own year group.

The lessons will allow children to:

- Take part in a wide range of speaking and listening activities e.g. role play scenarios.
- Write increasingly complex words, phrase and sentences.
- Share, read and participate in French stories and rhymes.
- Learn about French customs and aspects of French culture and compare them to their own.
- Play games to support the learning of new vocabulary.

The emphasis is on whole class teaching but there are opportunities for children to work individually, with a partner or as part of a small group to complete a task.

Planning is based on Rigolo. The learning intentions and success criteria will be determined by the teacher and outlined in medium or short term plans in the Rigolo scheme.

French will be embedded in the curriculum as far is possible. Foundation Stage and Key Stage 1 pupils will be taught and encouraged to use simple French expressions and phrases. Links within the Curriculum that Matters will be made wherever appropriate.

Equal Opportunities

The MFL Policy supports the Equal Opportunities Policy of the whole school by regarding all pupils as equal. Activities and resources take account of gender and multicultural issues.

Special Needs

Tasks are differentiated to meet the needs of all pupils and extra support or extension given where necessary.

Resources

Teachers have access to plans, scanned stories, songs, Smartboard resources and games on the server.

It is the responsibility of all staff to:

- Check the availability of MFL resources needed to complete a unit of work.

- Inform the MFL co-ordinator if additional resources are needed allowing for sufficient time for the co-ordinator to prepare a budget for the financial year ahead. Late requests may not be fulfilled due to budgetary constraints.
- Use resources economically.
- Maintain resources in a tidy and orderly fashion.

Health and Safety

The teaching of MFL takes account of the school Health and Safety Policy. Safety issues are addressed when necessary.

Recording and Assessment

- Pupil progress is recorded, monitored and assessed in line with the National Curriculum 2014. The MFL objectives cover progressive outcomes by year group in: Speaking and Listening; Songs, Stories and Rhymes; Reading and Writing, and Grammar.
- Regular informal assessments are important to ensure that planning takes account of pupil understanding.
- Children should have opportunities to assess their own progress through peer assessment and use of traffic lights.

Evidence is collected in various ways, including:

- Examples from lessons e.g. photocopied work from Rigolo
- Tick sheets, using the MFL year group objectives
- Notes detailing spoken evidence
- Photocopies of work from activities, workbooks and whiteboards
- Anecdotal examples
- Examples of good/great/outstanding, based on success criteria
- Recordings of children speaking
- Mini-books
- Examples from Stage 2 worksheets
- Displays
- Annotated photos
- Annotated notes detailing spoken progress.

Other Languages at English Martyrs' School

We recognise that many of our children already speak more than one language. Children should be encouraged to share their home language, and the linguistic and cultural diversity in our school is to be celebrated as often as possible. Where possible, class signs should be displayed in the children's home language.