

TREGOLLS
SCHOOL



AN ACADEMY



MFL Policy

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"A different language is a different vision of life"
– Federico Fellini

Rationale

- Language learning offers opportunities for children to:
- Explore the cultural identities of others
- Develop respect and understanding of diversity
- Gain enjoyment, pride and a sense of achievement.
- Express themselves creatively and imaginatively in another language
- Apply and develop their knowledge of languages and language learning

Our aims:

- To provide a balance of spoken and written language.
- To allow children to understand and communicate ideas, facts and feelings.
- To allow children to use and apply their knowledge of grammar, phonics and vocabulary.

Expected outcomes - we want to help children to:

- Understand and respond to spoken and written language.
- Speak with confidence and fluency.
- Read and write appropriate texts for their age group.
- Gain understanding, explore and celebrate different cultures.

Key Stage 1 and Foundation Stage

Whilst not a compulsory subject, teachers have been given a range of songs, stories and activities to use within their classes. This encourages the children to listen to and begin to familiarise themselves with the differences and similarities of a foreign language.

Key Stage 2

Resources

The school uses the Catherine Cheater scheme of work. The scheme includes songs, stories and finger rhymes, as well as lesson plans adhering to the progression map. The scheme of work and additional extras have a French – English translation and recordings by French natives to ensure the correct vocabulary and pronunciation is being used throughout the school. The school has a collection of French texts which have been specifically chosen to marry with the scheme of work for each year group. There are also a set of French dictionaries kept with the resources for classes to use when needed.

Time allocation

Year 3 & 4 – 30 minute lesson per week

Year 5 & 6 – 40 minute lesson per week

Each year group aims to also deliver the use of French vocabulary throughout the week designed to reinforce and integrate language into the daily life of the school.

Assessment, recording and reporting

We celebrate children's success in many ways: verbally at the end of each lesson, with digital photos of the children, displays and with planned 'French days'.

Each year group has a French floor book which shares their learning journey throughout the year. Within the floor books, the expectation is to see photographs, QR codes which link to videos/recorded conversations and written work. These floor books will not only show the journey throughout the scheme of work but will also show any French celebration days we have had in school.

We report to parents once a year in the same way as for other subjects.

Inclusion

Language learning is for all children and we are inclusive in our approach. This is also built into the scheme of work, with great emphasis on encouraging pupils to participate, allowing them to speak out loud in French (individually when they feel confident enough). The majority of the oral, spoken language practice is done en masse.

Equal opportunities

Each pupil will have the opportunity to progress through the curriculum at a level and rate appropriate to their needs. Inevitably, difficulties will arise from time to time, as pupils do not access new information at the same rate and so, individuals may achieve at different levels within the various areas of MFL such as reading, writing and speaking and listening. It is the teacher's responsibility to match the need to relevant activities.

The contribution of MFL to teaching in other curriculum areas

English- The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, and emphasises the importance of knowing the role of different word types in sentence structure. One large benefit of our Catherine Cheater scheme of work, is the focus on grammatical features within the French language and how it compares with English; this embeds the SPaG work we learn in English lessons.

Mathematics -Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

Personal, social and health education and citizenship - One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good oral skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education - By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography- We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). In our scheme, children learn not only about France but also other French speaking countries. MFL pupils likewise learn about the climate of the countries in which the language is spoken.

Music- We teach children songs in the modern foreign language - both traditional and modern - which of course helps them develop a sense of rhythm and an ear for melody. The children are also exposed to some traditional and more modern French artists and songs.

Art- The children are also exposed to some traditional and more modern French artists, especially when discussing the architecture of French cities.

Staff Development

The subject leader for MFL identifies the school needs and co-ordinates professional development opportunities. Termly staff meetings for MFL are in place to encourage teacher development