

PERRYFIELDS PRIMARY PRU



MFL POLICY

Review Date	Reviewed Date	Reviewer	Action
September 2019	October 2019	Staff	Ratified by Management Committee:22.10.2019

Introduction

This policy aims to outline the provision for Modern Foreign Languages (French) in our school. The policy covers aims and objectives, organisation and curriculum, teaching and learning styles for inclusion and assessment

Aims and Objectives

In our school we teach a foreign language to Key Stage 2 children as part of the normal school curriculum but our Key Stage 1 children are also exposed to French through classroom games and songs. We do this as we believe that:

- many children really enjoy learning to speak another language.
- the earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development.
- the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- learning a foreign language can improve children's understanding of their own language and reinforce learning in other areas of the curriculum, as well as foster an interest in other cultures.

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce children to another language in a way that is enjoyable and fun;
- to make children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study;
- to encourage the development of language-learning skills that can subsequently be applied to the learning of other languages.

The Curriculum

French is the modern foreign language that we teach in our school. The curriculum is in accordance with the Languages Programme of Study: Key Stage 2, published in 2014 by the Department for Education. We teach the children 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: seek 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
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- adapt phrases to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing.

Most children will also learn to write phrases from memory.

We encourage children to:

- notice patterns in the language and similarities or differences between languages and cultures
- develop strategies to interpret meaning and memorise words.

By the end of year 6, the children will understand some basic grammar points. Teachers will if possible link some lessons or tasks with topics or events being covered in other areas of the curriculum.

We hold a French Day each year with classes taking-part in French related activities from a communal French breakfast to art.

Learning and Teaching styles for Inclusion

We use a variety of techniques to encourage all children to have an active engagement in the modern foreign language. These include games, role-play and songs (particularly action songs). We sometimes use puppets and soft toys to demonstrate the foreign language. In order to expose the children to more than one voice in the foreign language, we play recordings of native speakers from CDs or internet based materials. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation.

We also use visual aids to support children for whom English is not their home language. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to learning and teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. 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 all children's confidence through praise for the contribution they make in the foreign language, however tentative.

Assessment for learning and Recording

We assess the children in order to ensure that they make good progress in this subject. We do this informally during lessons, when marking written work or observing spoken language.

There are no national key stage tests, but we report on progress at the end of each year.

We encourage the children to reflect on how they personally learn best. During each lesson, we require the children to evaluate their personal achievement in relation to the lesson's learning objective.