

Ladywood Primary School

Policy for MFL (French)

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others."

The Key Stage 2 Framework for Languages

At Ladywood Primary School we believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others.

The Intent of MFL French Primary Language Education at Ladywood Primary School:

The intent of the MFL French curriculum at Ladywood is to ensure the progressive development of Listening, Speaking, Reading and Writing skills in French in an enjoyable and stimulating way. The curriculum has been carefully designed to ensure that children develop a deep knowledge across the three pillars of language learning - Vocabulary, Grammar and Phonics. This is to ensure that children have the strong linguistic foundations required to use and apply their language learning in a variety of contexts. We provide an introduction to the culture of France (and other Francophone countries and communities) so that children develop a tolerance and respect of different people and places, whilst fostering their curiosity and understanding of the wider world. Weekly discrete French lessons with a French speaking teacher means children are exposed to authentic, conversational French and they are also provided with further opportunities to listen to native French speakers.

Speaking and Listening

At Ladywood Primary School the children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable and age appropriate way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.

Reading and Writing

At Ladywood Primary School the children will learn to:

- remember grapheme-phoneme correspondences and vocabulary explicitly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural Understanding

At Ladywood Primary School the children will learn to:

- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- gain awareness of stereotypes, and develop further understanding and respect cultural diversity.

The Implementation of MFL French at Ladywood Primary School

French is taught discretely in our curriculum by a specialist teacher because we understand the benefits of exposure to authentic French from an early age. At Ladywood Primary School we foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. Each child is supported and challenged throughout their learning in French, either through different types of resource or task and we provide opportunities for cross-curricular learning wherever possible.

There are two main contexts in which language teaching and learning take place.

1 Key Stage 2 Weekly Language Lessons

Although Primary Language learning cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with our French specialist. Consolidation activities are suggested by the French teacher so that the class teacher can reinforce new language during the week.

2 Cross-Curricular Contexts

Children are given the opportunity to extend their learning of French outside of the classroom and children are encouraged to see French in a cross-curricular context. For example, children learnt about French culture by playing pétanque and have Art lessons in French. Ladywood Primary will continue to exploit opportunities to integrate French into the curriculum.

Children are also taught that all languages and cultures are important; children learn about different cultures and experiment with lots of different languages on European Day of Languages, which is an annual event.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free, real-life contexts.

How we assess the Impact of MFL at Ladywood Primary School

Our French teacher uses a system of formative assessment throughout each lesson. This not only enables the teacher to find any gaps in the children's understanding and provide support, but this system regularly enables our French teacher to find opportunities to challenge our children even further.

For monitoring of assessment data, children's progress is assessed on a termly basis. This takes into account the children's achievement of learning objectives in lessons, but also the cumulative acquisition of language over the term. This data is then used to identify linguists who are Working Towards, Working At or Greater Depth in their language learning. This information is shared with the class teacher.

Inclusion

Primary Language teaching at Ladywood Primary School aims to be fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Language learning research indicates that some children can derive particular benefit from taking part in Primary Language learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.