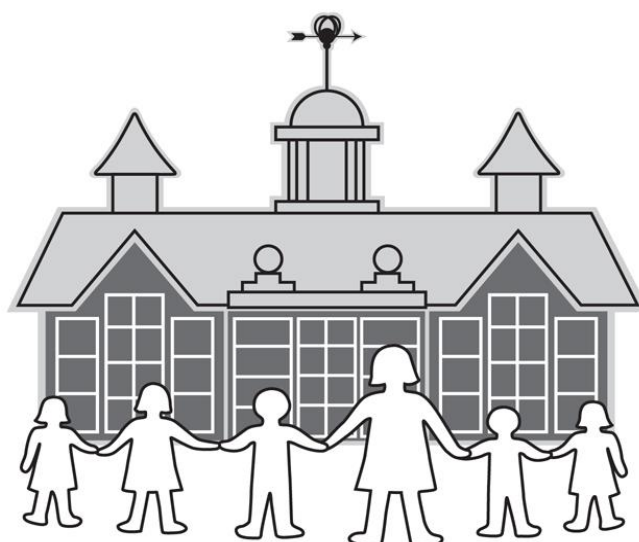


# North Ealing Primary School



## Modern Foreign Languages French Policy

Committee with oversight for this policy – Curriculum	
Policy last reviewed by the Curriculum Committee	06/03/2013
Policy last ratified and adopted by Full Governing Body	20/03/2013
Policy / Document due for review	Spring 2017

North Ealing Primary School  
Modern Foreign Languages – French Policy

**Reviewed by:** S. Clement  
**Presented to SMT:** Spring 2013  
**Presented to Staff:** Spring 2013

**Documents drawn on:**

- The Key Stage 2 Framework for Languages Parts 1 & 2 (2005), Part 3 (2007)
- QCA Languages Scheme of Work for KS2 French 2007
- The National Languages Strategy 'Languages for All; Languages for Life' 2002
- Every Child Matters

**Rationale:**

The Key Stage 2 Framework for Languages 2005 states that: "every child should have the opportunity throughout KS2 to study a foreign language and develop their interest in the culture of other nations."

We believe that many children really enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Also, an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Furthermore, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

At North Ealing Primary School each KS2 child receives one hour's teaching per week in French, split between 30 minutes of direct teaching by a specialist teacher, and 30 minutes of French teaching by the class teacher. Class teachers are encouraged to make strong cross-curricular links between French and all aspects of school life, such as taking the register in French.

**Aims and Objectives:**

- To foster an interest in, and to stimulate and encourage children's curiosity about other languages.
- To introduce children to another language in a way that is enjoyable and fun.
- To encourage children to be aware that language has structure, and that the structure differs from one language to another.
- To help the 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 raise staff awareness of and competence in French.

### **Impact**

- Learning a foreign language helps children to develop an understanding of their own culture and that of others. Learning that people have different tastes, opinions and views of the world teaches them principles of tolerance and respect of each other's values.
- The skills and knowledge gained through learning a new language make a major contribution to the development of children's oracy and literacy. Thus by learning about the grammatical structure and patterns of another language, children can make connections and comparisons which will deepen their understanding both in the target language and in English.
- Learning a foreign language helps children to develop their confidence with their linguistic skills. Children learning a foreign language in primary school are more likely to also learn a foreign language during their secondary education.

### **Implementation and Organisation:**

- Every child at North Ealing Primary School in KS2 began to benefit from 30 minutes French teaching by a specialised teacher from September 2007.
- Teaching was then based around a combination of two schemes of work: La Jolie Ronde Year 3 & 4 and Early Start French 1 & 2.
- Since 2009 Rigolo and the QCA Languages Scheme of Work for KS2 French 2007 have equally been incorporated in the French program.
- A dedicated section, the 'French Room', has been created on the school's Virtual Learning Environment FRONTER to enable NES pupils and parents/carers to access French learning resources at home.
- All children started to learn French at the same beginner's level with a plan of progressive learning within a four year period from Year 3 to Year 6, reflecting the Key Stage 2 Framework for Languages guidelines.
- All KS2 children now receive one hour of French tutoring per week and since September 2011, it is taught at the appropriate levels.

### **Guidelines:**

- A specialist French teacher teaches each KS2 class for 30 minutes per week. The lessons focus on introducing new topics and vocabulary.
- The role of the class teacher is to reinforce this teaching with a 30 minutes session or into series of shorter sessions amounting to 30 minutes per week as fitting.
- The class teacher's focus is on Speaking & Listening, and the use of a variety of resources such as songs, short video clips, ICT, games, etc. The relevant activities are recommended and made available by the specialist French teacher.
- There is a dedicated area in each KS2 classroom where vocabulary and visual prompts relevant to the current topic are on display for the children to refer to and for the class teacher to utilise.

- The specialist French teacher ensures that the MFL folder in the Central Resources system is regularly updated with resources which will also aid the class teacher.
- In advance of each topic being taught, short term plans are regularly uploaded onto the Central Resource system, together with relevant vocabulary lists to enable the class teachers to familiarise themselves with it. Advice can also be given on demand to the class teachers with regards to understanding and pronunciation.
- The specialist French teacher is responsible for the design and management of the 'French Room' on Fronter. The relevant pages must be updated regularly with resources that reflect previous learning in class.
- One of the class teacher's responsibilities is to hand out and explain required tasks featured in topical exercise sheets. The children are then given the opportunity to work on the written task in the classroom. Should the work not be completed by the end of the session, it could then be continued later in class or at home at the class teacher's discretion. The practice sheets are marked by the specialist teacher.

### **The MFL curriculum**

French is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the QCA Schemes of Work for MFL at Key Stage 2.

We teach the children to develop an understanding and to gain confidence in:

- Asking and answering questions both verbally and in writing;
- Using correct pronunciation and intonation;
- Memorising words;
- Interpreting meaning;
- Understanding basic grammar;
- Working in pairs and groups to communicate in the other language;
- Making linguistic links with other topics across the curriculum;
- Looking at life in another culture.

### **Assessment and Monitoring:**

The specialist teacher plans and delivers the lessons. The class teacher is also given a list of key words and skills with ideas to practice during the week. We assess the children's progress informally during the lessons. Progress is evaluated with the reference to the four national attainment targets of: Responding, Speaking and Listening, Reading and Writing.

### **Inclusion:**

- All pupils, regardless of race, gender, culture or disability have the opportunities to develop their skills in MFL.
- The school promotes equal opportunities and fairness for language learners, being aware that pupils bring into school different experiences, interests and strengths which will influence the way in which they learn. Taking these into consideration

when planning and delivering the lessons, allow all children to participate fully and effectively.

- Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes to cultural diversity.
- Children with SEN are encouraged to participate fully in lessons with the necessary support and differentiated resources are used to enhance their learning.

### **Every Child Matters (ECM):**

Educating children, and ensuring that they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do within North Ealing School.

The MFL – French curriculum is able to contribute towards the 5 outcomes of ECM in the following ways:

#### **Be Healthy**

- We strive to promote a healthy lifestyle and healthy habits when teaching relevant themes in French. For example: when learning about food vocabulary, we encourage the children to classify unhealthy and healthy food, while putting an emphasis on the latter.
- We now and again engage the children in playing fun games which allow for physical exercise such as throwing and catching a ball, while reinforcing vocabulary.

#### **Be Safe**

- All resources and equipment used to teach French are checked and operated in compliance with Health and Safety requirements.
- We ensure that children are able to work in a safe environment in the classrooms or any other place where French is taught and that proper safety precautions are taken into account at all times whilst they are in our care.
- Children are taught and reminded regularly how to use resources and equipment safely and responsively.

#### **Enjoy and achieve**

- We provide a wide range of activities to suit every learning style, in order to help the children to maximise their potential in learning the target foreign language, in this instance French.
- Games and songs are used extensively in the subject to engage the children in learning whilst having fun.
- Cross-curricular activities such as celebrating the French Pancake Day, Bastille Day or organising competitions in French are regularly organised to stimulate the children's achievement and their enjoyment of the subject.
- Children are encouraged and rewarded for expressing their ideas, opinions and knowledge in the target language.

### **Make a positive contribution**

- Children regularly work in pairs or small groups, thereby becoming involved in peer discussions or decision-making e.g. how to present a poster to represent a topic they have been working on in French, how to create a song or play with French words that they later sing/act to the class or eventually in assembly.
- In presenting their own work to peers children are encouraged to comment positively on each other's presentation, which enables children to become more self confident and assertive. They are also encouraged to share each other's skills.

### **Achieve economic well-being:**

- Children are taught about the advantages and importance of being able to understand and speak several languages. Being able to speak another language may broaden their choices and opportunities of potential careers in the world of work later on in their life.
- It helps them to develop their vocabulary and confidence in self-expression, which are valuable assets in life in order to be able to achieve economic well-being.

### **Roles and Responsibilities:**

The Headteacher takes overall responsibility for the implementation of the MFL policy in conjunction with the MFL Co-coordinator. The day to day management is the responsibility of the MFL Co-coordinator in conjunction with the Headteacher.

### **See also School Policies on:**

- SEN
- Equal Opportunities
- Assessment and Record Keeping
- Teaching and Learning
- Health and Safety
- Able and Talented
- Inclusion