



William Gilpin CE VA Primary School

Modern Foreign Language (M.F.L.) Policy for French

Aims

At William Gilpin School our aims reflect those within the National Curriculum as outlined below.

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries'

- *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 and respond to those of others; seek clarification and 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 to a range of audiences*
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally* and in writing*

National Curriculum 2014

Living on the South Coast means that many of our children will have the opportunity to visit France either with their families or when the move onto our main feeder secondary school, which offers French in Year 7.

We want our children to start learning a foreign language whilst they still feel confident within a smaller setting, are curious and open to new ideas and experiences and whilst songs, rhymes and games are a significant component of their everyday curriculum.



Teaching and Learning

Subject specific pedagogy for French will be demonstrated by active learning styles – use of actions, rhymes, songs, stories and role-play.

Teaching should include an analytical approach to language learning: highlighting similarities and differences between English and French in grammatical, phonological and semantic terms.

French planning is based on the Lightbulb Language Scheme of Work for French and will include a recursive approach to embed learning and allow for a three year cycle in Years 3 – 5.

Progression

All teachers will use the progression map to plan their teaching and assessment.

Initial language learning will focus on oracy skills, learning how to ask and answer simple questions, join in with rhymes, stories and songs.

As learning progresses, children will be taught how to identify and read words and phrases, which in turn will progress to children writing words, phrases and sentences from memory.

It is important that we build an in-depth understanding of sentence structure alongside vocabulary to ensure a balance between lexical knowledge and syntactic skills. Sentence structure will become increasingly complex as children progress through the curriculum.

Inclusion

Everything reasonable will be done to ensure that children with disabilities and SEN have as full an access to the music curriculum as possible.

Health and Safety

Classroom risk assessments have been completed for classroom - based learning. Any external trips will be assessed individually and safeguarding processes will be adhered to as part of school policy.

Impact

As subject leader, in order to monitor the quality of education within M.F.L. by learning walks, evidence in books, pupil surveys and foundation subject conferencing.

We assess pupil's attainment against the National Curriculum using teacher formative assessments during lessons, foundation conferences and assessments made against reporting statements which are reported to parents

To be reviewed in the Autumn 2024

Signed :

Date :