

Moss Side Primary School Policy



MFL Policy

This policy reflects the school's values and philosophy in relation to the teaching and learning of Modern Foreign Languages.

It sets out a framework within which teaching and non-teaching staff can operate.

This policy should be read in conjunction with the scheme of work for MFL.

At Moss Side it is our policy to provide MFL teaching (French) in Years 3,4, 5 and 6 as part of the normal school curriculum.

MFL Intent-

The intent at Moss Side Primary School is to spark an interest and love in all of our children to pursue a foreign language in the future. This is achieved by introducing the children to our chosen MFL, French. We intend to provide a good grounding and foundation in words and phrases and explore the culture of France. Developing a confidence and proficiency in using the English language will always remain the school's priority, however by introducing foreign language and culture learning interventions, we are widening the children's understanding of life outside of Leyland and enriching their learning.

We do this for several reasons and in the belief 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.
- the learning of a foreign language in primary school provides a valuable educational, social and cultural experience for all pupils.
- the learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

Our aims in teaching MFL are as follows

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young 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.

These aims are consistent with our school philosophy.

Curriculum Design and Implementation-

In order to achieve these aims the teaching of MFL is organised in the following way:
French is taught in all KS2 classes.

During class lessons each child will be given the opportunity and encouraged to

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- work in pairs and groups, and communicate in French;
- look at life in France/French Culture.

French: Summary of Scheme of Work Content (Years 3 - 6)

Early Start French

Book 1

- 1 Salut! Au revoir - Hello and goodbye
 - 2 Ça va? - Asking people how they are
 - 3 Comment t'appelles-tu? - What's your name?
Some famous French people
 - 4 L'Alphabet - Alphabet
 - 5 Ma famille - My family
 - 6 Les nombres 1-12 - Numbers 1-12
 - 7 Quel âge as-tu? - How old are you?
 - 8 As-tu des frères et des soeurs? - Brothers and sisters
 - 9 As-tu un animal? - Do you have a pet?
 - 10 Les couleurs - Colours
 - 11 Les mois de l'année - The months of the year
 - 12 Les nombres 13 - 31 - Numbers 13 - 31
 - 13 Joyeux anniversaire! -Happy birthday!
 - 14 Les jours de la semaine - Days of the week
 - 15 Quelle est la date aujourd'hui? - What's today's date?
 - 16 Quel temps fait-il? - What's the weather like?
 - 17 Joyeux Noël! - Happy Christmas
- Consolidation and assessment

Book 2

- 1: Où habites-tu? - Where do you live?
- 2: En ville - Places in town
- 3: Toutes directions – Directions
- 4: A l'école - Rooms in school
- 5: Les objets de la classe - Classroom objects
- 6: Quelle heure est-il? - What's the time?
- 7: Quel temps fait-il? - What's the weather like?

- 8: Les nombres de 40 à 200 - Numbers from 40 to 200
- 9: L'euro - Shopping with the euro
- 10: Qu'est-ce que tu aimes? - What would you like to eat?
- 11: Bon appétit! - More about food
- 12: Les glaces – Icecream
- 13: Les passe-temps - Sports and pastimes
- 14: Quelle est ta matière préférée? - Which school activities do you like?
- 15: Les vêtements – Clothes
16. Bridging unit, consolidation & assessment

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language:

- games
- role-play
- songs
- DVDs

Impact-

The impact of the MFL curriculum will be monitored through-

Assessment

The children are assessed in order to ensure that they make good progress in this subject. This is done in two ways-

- informally during the lessons in order to evaluate what the children have learned.
- Using the end of unit assessments from within the Early Start French Scheme.

Assessment is in four key areas:

- listening and responding;
- speaking;
- reading and responding
- writing

Inclusion

When teaching MFL we aim to deliver an inclusive curriculum for all pupils by

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

The Subject Leader's Role

The duties and responsibilities of the MFL subject leader include the following:

- a. To read, understand and interpret the National Curriculum for MFL
- b. To review and keep up to date the MFL policy and scheme of work
- c. To keep under review the updating and regeneration of all the MFL resources in school
- d. To attend relevant courses
- e. To be aware of developments in the school to improve the attainments of the pupils in MFL
- f. To liaise with local secondary schools to make them aware of the language

experience of the children when they move on to Key Stage 3