



## North Stainley Primary School

### MFL Policy

This policy outlines the teaching and learning of MFL taught at North Stainley Primary School. The policy has been drawn up to reflect our whole school approach to MFL and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community supported by and in partnership with parents.

#### Rationale

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for pupils. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Language is at the heart of all the learning a pupil does. It is how they receive knowledge, express themselves and communicate, from the very earliest stages. The learning of a language should enhance their abilities to communicate and help to develop personal skills.

It also raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning. The learning of a foreign language also provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

#### Aims

- To give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment
- To develop the ability to communicate using the French Language
- To develop confidence in listening, speaking, reading and writing in French
- To learn about some of the cultural aspects of France
- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun
- To stimulate and encourage children's curiosity about language
- 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

#### The Organisation of MFL in the Curriculum

All classes are taught French both formally and informally. Teachers are encouraged to use French informally, throughout the day, when appropriate (greetings, register, instructions, praise etc).

Whole class teaching is used, although pupils also work individually, in duos, trios or in small groups. Learning Intentions and Success Criteria are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance throughout the school.

In the Early Years Foundation Stage and Key Stage 1, French is taught formally once a week and are usually linked to topics covered in class within other subjects. The children also have the opportunity to listen to and learn simple songs and rhymes in French. In Key

Stage 2, French is taught formally once a week and planning follows the objective of both the Early Start Scheme of Work and the North Yorkshire Scheme of Work.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups, and communicate in MFL
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- use a multi-sensory and kinaesthetic approach i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory

#### Assessment

In the EYFS through to Year 4, assessment is very informal; evidence is gathered through talking and listening. Assessment of Year 5/6 is also assessed informally during the lessons but Formative and Summative assessment is also used. Self-assessment and peer assessment are encouraged and teachers may tape/video/photograph pupils during activities to help with assessment.

#### Continuity

Continuity is achieved by discussing the school curriculum for French together as a staff, taking into account subject matter, whole school topics and curriculum links and children's abilities. This will also be monitored by the subject leader through lesson observations, pupil questionnaires and scrutiny of work.

#### Resources

We use a wide variety of resources, many of which are already used in school in other parts of the curriculum. We use songs and stories from many different publications as well as the CD ROM material provided by Early Start. The Interactive Whiteboard, websites and flashcards are used for many aspects of teaching MFL.

Signed \_\_\_\_\_ -

Date \_\_\_\_\_

Review date: April 2014