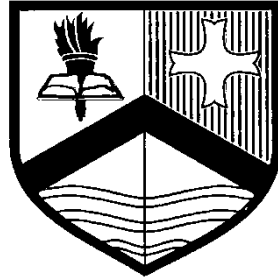


Scraptoft Valley Primary School



Primary Languages Policy French

Mission Statement

Working together to give every child an excellent education in a caring environment

1. Introduction

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Languages curriculum at Scraftoft Valley Primary School. This document describes the aims and principles for the teaching of Modern Languages. It has been written by the Languages coordinator, reviewed by the Head and all of the teaching staff and Governors.

2. The Nature of Modern Languages

Modern Languages is the development of children's linguistic competence. It should be seen as a life long skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

3. The National Curriculum

For every pupil in Key Stage 2 learning a language is a statutory foundation subject.

The attainment targets relate to listening and speaking skills; reading and writing skills; knowledge about grammar:

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when you they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied

4. The Aims of Modern Languages Teaching

1. Develop an enthusiastic and positive attitude to other languages and language learning;
2. Stimulate and encourage children's curiosity about language;
3. Develop language skills and language learning skills;
4. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
5. Become increasingly familiar with the sounds and written form of a modern foreign language;
6. Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
7. Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
8. Form a sound basis for further language learning at Key Stage 3 and beyond.

5. The Objectives of Modern Languages Teaching

- 1 Learn in a non threatening environment which builds upon positive achievements;
- 2 Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- 3 Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- 4 Apply their learning by reproducing sounds themselves and creating phrases and sentences;
- 5 Develop phonic knowledge about the language;
- 6 Begin to recognise and read words that they have already encountered in the development of their oracy skills;
- 7 Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
- 8 Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
- 9 Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
- 10 Use their knowledge about the way language works and apply their knowledge when learning a new language;
- 11 Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

6. Methods of Delivering

French is taught in Key Stage 2 in class groups. Usually, French is delivered by the class teacher. A specialist French teacher is employed by the school and this specialist teacher works alongside class teachers to model good practice and to improve the subject knowledge and confidence of the class teachers. Monitoring and discussion takes place between the classteacher and MFL specialist teacher.

All class teachers observe the weekly lessons when delivered by the specialist French teacher.

Classes receive one 30 minute session of discrete teaching per week. In addition to this, there will be 10 minute pockets of daily French to re-cap on their learning and to learn French songs.

7. Cross-Curricular Teaching

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy curriculum. There are also opportunities to link to the PSHE and citizenship, geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of Modern Languages and mathematics, science, music, art and PE. 'Language days' for French in Key Stage 2 are organised on an annual basis. Children are immersed in the linguistic and cultural activities for one day with appropriate links to their learning in other subjects.

8. Teaching Methods

- 1 Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning;
- 2 Adopting a communicative and interactive approach with an emphasis on a kinesthetic learning style.
- 3 Presenting a language model for oracy and literacy skills.
- 4 Practising and producing language individually, in pairs and in groups.
- 5 Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT.
- 6 Relating aspects of the new language to children's existing knowledge
- 7 Exploration of the differences and similarities between the new language and any language they already know
- 8 Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language;

9. Teaching Plans

Following the introduction of statutory language learning in Key Stage 2, the French curriculum will be delivered with the support of an online program, supported by the French Government, called The Primary French Project. This four year programme was developed by Catherine Cheater.

Le Niveau Bleu delivers the first year of the Primary French curriculum. It is delivered in 6 modules, one per half term. Each module contains 6 carefully planned lessons including Power Points to encourage correct pronunciation; geographical and cultural information and grammar teaching. Each module also contains assessment, songs, rhymes and resource materials.

Le Niveau Blanc (the second year of the course) is followed by Le Niveau Rouge (the third year of language learning), and Le Niveau Tricolore (the fourth year of language learning) completes the full coverage of the Primary French curriculum.

From September 2015, the timetable will be as follows to ensure that by 2017/18 all pupils in Key Stage 2 will be learning French at the appropriate level for their age.

	Year 3	Year 4	Year 5	Year 6
2015/2016	Y3 Objectives (Bleu)	Y4 Objectives (Blanc)	Y4 Objectives (Blanc)	Y4 Objectives (Blanc)
2015/2016	Y3 Objectives (Bleu)	Y4 Objectives (Blanc)	Y4 Objectives (Blanc)	Y4 Objectives (Blanc)
2016/2017	Y3 Objectives (Bleu)	Y4 Objectives (Blanc)	Y5 Objectives (Rouge)	Y5 Objectives (Rouge)
2017/2018	Y3 Objectives (Bleu)	Y4 Objectives (Blanc)	Y5 Objectives (Rouge)	Y6 Objectives (Tricolore)

10. Assessment, monitoring, moderation, recording and reporting

The class teachers and specialist teachers of French assess each child's progress with reference to the attainment targets of the Programme of Study for Languages. By the end of each year, the stages which have been achieved for each attainment target will have been recorded on a monitoring sheet. Assessment is based on class observations of listening and speaking activities; written evidence in the workbooks and self-assessment by the child after each unit of work in which they complete a short assessment test. A transition document containing statements relating to the children's attainment will be passed on to the relevant secondary school.

11. Resources

General resources, such as CDs and DVDs of music for French are kept in a central store in the Resources room. Smartboard support resources with sound files for French have been created by the specialist French teacher to support the delivery of the Catherine Cheater Scheme of Work and these are available on the school server.

12. Special Education Needs and Disability (SEND) and Classroom Support

The teaching of Modern Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt.

13. The Role of the Coordinator

The main task of the coordinator, in consultation, is to support class teachers and so improve the quality and continuity of Modern Language teaching in the school.

The coordinator is responsible for:

- 1 Supporting and working with colleagues, and keeping them informed;
- 2 Discussing progress in MFL and any issues as they arise;
- 3 Discussing teaching and learning with the French specialist
- 4 Providing advice about the MFL policy;
- 5 Co-ordinating the use of classroom resources;
- 6 Keeping up-to-date, through reading and attending relevant courses, and by developing links with the external agencies.

14. Equal Opportunities

EQUALITY AND DIVERSITY STATEMENT

(Please refer to our Single Equality Policy and equality objectives)

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Review

This policy will be reviewed every three years or sooner if necessary in the light of any new legislation.