



Hawley Primary School

Modern Foreign Languages Policy



FRENCH

Introduction

At Hawley Primary School we believe that learning a foreign language provides a valuable educational, social and cultural experience for all children. Children develop communication and literacy skills that lay the foundation of future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to a child's learning, giving them an insight into their own culture and those of others.

Aims and objectives

The aims and objectives of learning a modern foreign language in Hawley Primary School are:

- Have a positive, enthusiastic attitude to MFL learning within a secure and supportive environment
- 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
- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity and to find ways of communicating, including through discussion and asking questions as well as continually improving the accuracy of their pronunciation and intonation
- To lay the foundations for future study
- To extend our language teaching beyond the first spoken language
- To raise staff awareness and competence in MFL

Organisation

All KS1 and KS2 children have weekly 45-minute language lessons in French delivered by the MFL subject lead. In EYFS French is also taught weekly for 30 minutes.

All KS1 and KS2 children are taught vocabulary, grammar and French phonics by a specialist MFL teacher. Class teachers are encouraged to use relevant vocabulary during the week embedding French and making it part of daily school life.

The curriculum

The MFL programme at Hawley Primary School is based on the 3 pillars of progression, Phonics, Grammar and Vocabulary. This enables our children to become effective users of language and show an understanding and respect of different cultures in our local, national environment. The curriculum in KS1 and KS2 covers all aspects of the MFL curriculum, speaking, listening, reading, writing and cultural understanding. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, sentence structure, dictionary work, to extend,

embed and combine language skills, with a focus on correct pronunciation. French is used in daily routines, for example, through answering the register and displaying the French date and choosing lunch time options.

We aspire to ensure that SEND and disadvantaged children are given the necessary support in class to fully access the learning of French and embrace the culture in French speaking countries.

Each year revisits and develops previous learning to build on long term memory. Monitoring is done through lesson observations and written work in books.

Children are taught how to:

- 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
- Understand basic grammar, including feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these and how these differ from or are similar to English
- 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
- include whole class, small group, pair work and individual activities
- promote success and self esteem

Teaching and learning

At Hawley Primary School our aim is to integrate language learning into everyday school life. There is an emphasis on practical communication. Planning for progression across the year groups is reflected in medium term planning.

A variety of techniques are used to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and action songs. Lessons are

planned to be as enjoyable as possible to develop a positive attitude to the learning of a modern foreign language. The children gain in confidence through praise for any contribution they make however tentative.

‘Incidental’ language

Hawley Primary School is working towards making languages part of the day-to-day life of school. For example, teachers may use the foreign language to give simple classroom instructions (‘come in quietly;’ ‘listen;’ ‘look), to ask questions (‘who wants school dinner?’ ‘what’s today’s date?’) and to take the register and give permission for children to leave the room. Children are encouraged to respond using the language they have learned and sometimes teachers and children develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Monitoring progress and assessing attainment

Spoken informal assessment takes place in each lesson for each year group. Informal assessment is ongoing and focuses on the skill areas of listening, speaking, reading and writing. All assessments are used to support teaching and learning, to inform future planning and to motivate.

In KS1 and Year R, assessment is informal and is based on the observation of children working on different oral activities and (where appropriate) written tasks. KS2 children have formal written assessments kept in their book to assess their retention of vocabulary and grammar’s rules.

Parents and the wider community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn every week and help to understand the differences in culture.

The school actively encourages visits from speakers of another language. Children are also encouraged to share their experiences of visiting and living in other countries, which is a valuable part of developing intercultural understanding.

Equal Opportunities

All children in our school have the right to be considered of equal value and be given equal opportunities to access the school curriculum.

At Hawley Primary we strive to ensure that the culture and ethos of the school are such that, whatever the heritage and origins, abilities and needs of members of the school community, everyone is equally valued and treated on another with respect. All children have the right to be given opportunities and access to the full curriculum regardless of ethnicity, gender, social circumstances, ability, disability, age, nationality or citizenship. Children should be provided with the opportunity to experience, understand and celebrate diversity.

Inclusion

The school aims to provide effective learning opportunities for all children

- when planning teachers should set high expectations and provide opportunities for all children to achieve
- all staff need to be aware that children bring to school different experiences, interests and strengths which will influence the way they learn
- teachers should plan their approach to teaching and learning so that all children can take part in lessons fully and effectively
- specific action should be taken to enable the effective participation of children with disabilities

Laurence Wos
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