



St. Columba's Catholic Primary School

MFL (French) Policy

July 2023

Aims

We aim to ensure that pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Curriculum

Pupils are taught 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 appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 2

The children are taught to:

- become increasingly familiar with the sounds and written form of a modern language
- understand and communicate in a new language
- 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 the target language
- look at life in another culture.

Teaching and Learning

The teaching is based on the 5 strands specified in the KS2 Framework for Languages (**Oracy, Literacy, Intercultural Understanding, Knowledge about Language and Language Learning Strategy**), the guidance material in the QCA scheme of work for Modern Foreign Languages (KS2), Primary teachers use a variety of techniques to encourage the children to have an active engagement with the target language, including games, mimes, action songs and role play, with a stronger emphasis on the Speaking and Listening elements of language learning in the earlier stages. Teachers use puppets and soft toys to present the target language and encourage participation. They use mime and other visuals to present new vocabulary in order to facilitate access to meaning with a minimum need for translation. They use a graded approach to introduce vocabulary (listen several times; listen and repeat, using different voices and rhythms etc; yes-no answers; only repeat if correct; multiple choice answers; guessing games and the finally closed questions.

Listening, responding and speaking skills are emphasized in KS1 and 2 with gradual introduction of reading and writing skills in KS2. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers share language learning strategies with their pupils and frequently engage in discussions about how the language works. They try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Languages. Children's confidence is built through praise for any contribution they make, however tentative.

ASSESSMENT

Assessment is used to inform planning, to facilitate differentiation and to check knowledge and skills. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Children's written work is recorded in their French Journals and the children complete self-assessment "clouds", highlighting objectives they feel they have achieved. This is monitored by the class teacher in order to ensure coverage of the curriculum, as well as progression across the school. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Resources

We are subscribed to the Primary Languages Network. We have the top-tier subscription (Video-to-Teach) which is designed to support the non-specialist teacher. The website contains a wealth of CPD materials.

We also have large flashcards, cds, DVDs, books in French, puppets, soft toys, games equipment, card games and other teacher guides, which include songs and games.