



*Manor Field*  
PRIMARY SCHOOL  
*Respect Believe Achieve*



<b>French Policy</b>	
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Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Mission Statement:**

At Manor Field School Everybody Matters

**Vision Statement:**

All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

Annaïck Le Moal

French Lead

Written: December / 2020

*Respect*

*Believe*

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## French Policy

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### **1. Vision**

At Manor Field School, we believe that all children should be given the opportunity to experience a high quality MFL education. As a result we have developed an exciting and engaging curriculum extending children's knowledge of the French language, France and its culture and traditions. Our curriculum also allows links to class topics which contextualise the learning as well as consolidating previous learning. Class key texts are studied in the target language wherever possible. As young linguists, we are passionate that our children will be able to develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures and traditions. Our children will have the best outcomes in every aspect of learning and the majority of children in each year group will be working at or above the expected level for their age. This will give the children a solid foundation in their language learning as they continue their journey to secondary school. We aim for the children to be inspired by the MFL Curriculum and to be eager to learn more.

### **2. Intent/Aims**

The aims of MFL are:

- At Manor Field, the intention of our MFL curriculum is to provide a high quality language education to foster children's curiosity and interest in language learning
- We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.
- We aim to build the children's 'culture capital' by giving them the opportunity to thrive in the learning of a foreign language.

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Modern Foreign Languages is the development of children's linguistic competence. At Manor Field, we see it as a lifelong skill that will open up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

### **3. Curriculum Implementation/overview**

At Manor Field, children entering KS2 will already have a basic foundation in French learning thanks to the provision provided in EYFS and KS1. There is no statutory requirement for children in EYFS or KS1 to learn a foreign language. However, we believe that the younger the child learns another language, the more confident they will become in speaking it. We also consider that learning another language has beneficial effects on the learning of one's own language as children start to see patterns and spot similarities and differences between their native language and the foreign language they are learning.

For every pupil in Key Stage 2 learning a language is a statutory foundation subject. The 2014 National Curriculum for Modern Foreign Languages attainment targets relate to listening and speaking skills; reading and writing skills; knowledge about grammar.

The French lessons are delivered across the school by a native MFL teacher during PPA. Children receive a weekly 30 minutes lesson, throughout their time in FS and Year 1. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In Year 2 and KS2, each class has a timetabled French lesson of 1 hour. Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

In EYFS, children are taught French through the use of songs and music; they are then able to develop:

- The ability to identify sound
- The ability to mimic
- The willingness to have a go and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

In KS1, the content and skills of French lessons provide a sound foundation for later learning. French lessons across the school are planned to allow progress towards and achievement of the objectives stated in the 2014 National Curriculum.

We teach the children to know and understand how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs and groups to communicate in the other language
- look at life in another culture

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- read and write simple words and basic sentences

In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum. We teach the children to know and understand how to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory
- Use a dictionary
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing
- Broaden their vocabulary and develop an ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

### **4. MFL curriculum planning**

Our MFL curriculum has been designed to progressively develop skills in French. The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3. A primary MFL scheme of work has been created which provides cross curricular links with the main class topics. The children acquire a bank of vocabulary organised around specific French topics, these are progressive and build on previous knowledge from units already studied.

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop knowledge about language and language learning strategies underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages .

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve

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enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

### **6. Enrichment**

Children have the opportunity to celebrate french traditions throughout the year:

La galette des rois/ Mardi gras// le poisson d'Avril/Pâques/La fête des mères/ Le tour de France/ le 14 Juillet/ le 11 Novembre/ Noël

Children have the opportunity to learn French Christmas songs and perform for the school Carol concert in church.

Children have the opportunity to access cross -curricular topics throughout the year.

For example the children in year 6, learn about the conflict in France during WW2 and learn a song about the Résistance.

### **7. Monitoring**

Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. The teacher provides individual feedback to pupils, for example when monitoring pair or group oral work. Questioning is used to reinforce accuracy of

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pronunciation, clarify points of grammar and draw out longer answers. The children's work will also be marked using the school marking policy. Children peer/self assess their work and will ensure that they have used the success criteria to reach the Learning Goal. The teacher will mark and comment on the work using simple comments in the target language such as Bien, Très bien, Bon effort, Excellent. Other comments will be written in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate. Video recordings will be another tool used to assess children's language acquisition.

There are four attainment targets in MFL :

- Attainment target 1: [Listening and responding](#)
- Attainment target 2: [Speaking](#)
- Attainment target 3: [Reading and responding](#)
- Attainment target 4: [Writing](#)

A summative assessment is completed termly. This system ensures that assessment informs planning, with objectives requiring further consolidation, being identified and opportunities for coverage are planned for. Progress towards and achievement of these statements is also used to inform the end of year reporting on MFL to parents.