Modern Foreign Language (FRENCH) POLICY
Longford Park School

Trafford recommended policy adopted

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Policy For Modern Foreign Language (MFL) - French

Introduction
The Policy Statement for Modern Foreign Languages has been prepared with reference to:

- the National Curriculum
- non-statutory guidelines for Modern Foreign Languages
- the Catherine Cheater Scheme of Work for French
- the Excellence through Enjoyment agenda
- Every Child Matters: Change for Children
- the expertise and experience of the teaching staff
- the school’s Racial Equality Policy and Additional Educational Needs and Inclusion Policy

At Longford Park School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Our aims in teaching Modern Foreign Languages are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

Objectives are split into three strands: Oracy, Literacy and Intercultural Understanding.

Oracy objectives
Our children should:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
• memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

**Literacy objectives**
Our children should:

• remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
• read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
• read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
• write sentences and short texts independently and from memory.

**Intercultural understanding objectives**
Our children should:

• describe the life of children in the countries where the language is spoken;
• identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
• recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
• recognise and mistrust stereotypes, and understand and respect cultural diversity.

**Strategies for teaching Modern Foreign Languages**

• through a structured scheme of work, Catherine Cheater, which reflects the guidelines of the National Curriculum
• for at least 20 hours a year as a subject in its own right, and integrated into other subjects of the curriculum where appropriate
• through the use of a variety of sources which include: fiction and non-fiction texts, posters, CDs, DVDs and computer software
• by building upon the children’s previous learning and knowledge
• through active learning including whole class chanting or singing, paired and group work
• through the needs and abilities of the children

**Staff development**
Currently, the main teaching of French is delivered by a Foreign Language Assistant; who is employed and trained by Trafford. Class teachers must be present in all lessons, which gives them the opportunity and encouragement to develop their own language and language teaching skills. The subject leader for Primary Languages identifies school needs and coordinates professional development opportunities.

**Cross Curricular Skills**
Modern Foreign Languages can make a major contribution to Literacy, Numeracy, Geography, the acquisition of study skills and Global Citizenship education. It can also support the development of I.C.T. skills and independent learning. Pupils’ spiritual, moral, social and cultural development is promoted through developing their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.
Additional Educational Needs and Inclusion
At Longford Park School, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Extension activities have been included in every year group to encourage, challenge and support independent learning. All Key Stage 2 pupils will receive equal opportunity to access teaching and learning in the study of Modern Foreign Language regardless of ability, race, religion, disability or gender.

ICT in Modern Foreign Languages
ICT makes a contribution to the teaching of Modern Foreign Languages in that pupils develop a sense of global citizenship and intercultural understanding through the use of the internet.