

**Church Lane Primary School and Nursery
MFL Policy**

**Intent**

Our intention at Church Lane Primary School and Nursery is to develop children’s love of learning a new language. We intend to develop this love through mimicking pronunciation and picking up and duplicating new sounds by reading fluently, writing imaginatively, speaking confidently and understanding the French culture. We aim for children to feel a real sense of accomplishment when they learn to say something new. To ensure children have the opportunity to put their French into practice we ensure that every two years we take the Year 5 and 6s to Paris where we spend two days at Disneyland and the other two days at French markets refining our language skills.

**We will ensure that our intention is met through:**

* Giving every child the opportunity to experience enjoyment through a variety of speaking, reading, writing and understanding the culture of France.
* The confidence to speak with good intonation and pronunciation.
* Fluency and imagination in writing.
* A strong awareness of the culture of the countries where the language is spoken.
* A passion for languages and a commitment to the subject.
* The ability to use language creatively and spontaneously.
* AN independence on their studies and the ability to draw upon a wide range of resources.

**French Curriculum Key stage 2**

Pupils should be taught to:

- In the chosen modern language: Speak, Read, Write

- Look at the culture of the countries where the language is spoken.

- If an ancient language is chosen, read, translate and explore the culture of the time.

**Principles of teaching**

- Teachers will follow the Curriculum Policy ‘Chris Quigley’ using the milestone objectives to help with coverage and planning.

- All KS2 pupils will learn languages for approximately 30minutes every fortnight by the class teacher and supported by our language specialist.
- All pupils are encouraged to participate and enjoy French lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for cultures will be promoted through the study of French.
- During French lessons pupils are expected to work collaboratively in groups, as a whole class, in pairs and individually.
- Pupils with special educational needs are able to develop confidence through the expression of their feelings in French, as it is a subject in which success does not depend on academic ability.
- Children who demonstrate a talent for French beyond their age will be given extra challenges through differentiated work, questioning and homework, and through extra-curricular activities and performing opportunities.
- Pupils’ achievements are celebrated in display and performance opportunities. We celebrate the French ability of all pupils, through our French themed week.

**Role of the French Coordinator**

The Subject Leader will facilitate the use of Languages in the following ways:

* Endeavour to promote a dynamic approach to the development of French ensuring French has a high profile at the school.
* By updating the policy and scheme of work
* By ordering/updating resources
* By keeping staff aware of new developments
* By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Language capability and that progression is taking place
* By supporting staff in developing pupils' capability
* By attending appropriate courses to update knowledge of current developments, and by keeping links with local secondary schools
* By management of native speakers, if available.
* By monitoring the curriculum

**Recording, assessment and reporting**

As each class teacher works through the scheme of work they will record progress against the short-focused topics where appropriate and assess the children's progress in the language. This assessment will be used to support teaching and learning.  An assessment of the child’s language level will be recorded at each termly assessment using the Itrack assessment system and at the end of each academic year.

Appraisal sessions, where the children are discussing the progress of their own work and that of others, highlight important stages in a child’s French language development. This format offers the children opportunity to focus on their own needs for areas of development and can encourage them to explore new ideas and French paths on which to travel.

Drafted by: Rebecca Barratt

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