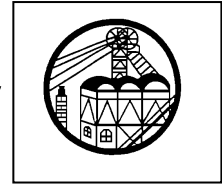


Burradon Community Primary School



MFL Policy and Guidance

September 2024

Miss A.L. Hunter

Burradon Community Primary School
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Rationale

In our school, we teach a foreign language to our KS2 children as part of the normal school curriculum. We do this for several reasons.

- We believe that many children enjoy learning to speak another language;
- We believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired;
- We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development;
- It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Intent

The aims and objectives of teaching a modern foreign language at Burradon Community Primary School are:

- to foster an interest in learning other languages;
- to introduce children to another language in a way that is enjoyable and fun;
- to make children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop speaking and listening skills;
- to lay the foundations for future study.

Organisation

We teach French to our Key Stage 2 children on a weekly basis.

Year 5 and 6:

French in Year 5 and 6 is taught by the class teacher or HLTA. The focus is on developing reading and writing skills in addition to speaking and listening skills, building on the vocabulary children have acquired in Y3 and 4. Children also learn about the grammar of the French language and how it differs from English at times.

Year 3 and 4:

French in lower Key Stage 2 is taught by the class teacher or HLTA. Games, conversations and songs are used to help children learn, but we are also increasing the focus on reading and writing skills to support learning in Y5 and 6.

Implementation: The Curriculum

We follow the North Tyneside French Scheme of Work, which was developed from the National Curriculum MFL guidance.

We teach the children to:

- ask and answer questions;
- use correct pronunciation and intonation;

- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- learn about life in another country;
- hold basic conversations in French;
- develop their speaking, listening, reading and writing skills in French.

Implementation: Teaching and Learning

We base the teaching on the guidance material in the North Tyneside French Scheme of Work for Primary Schools and adapt this to the context of our school and the abilities of our children.

We use a variety of strategies to engage the children: these include multi-sensory and kinaesthetic activities like games, role-play, action songs and mime to accompany new vocabulary in the foreign language. Initially, we emphasise the listening and speaking skills over the reading and writing skills, but we develop the children's writing skills as they become more confident with the language.

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

Impact: Monitoring

We monitor the teaching and learning of French in the same way as we do all other subjects in our curriculum. This is conducted through book and evidence scrutinies, learning walks, lesson observations, staff views and pupil views.

Impact: Assessment

- In Key Stage 2, the children are assessed on their progress in French at the end of each academic year;
- Teachers or HLTA informally assess children's learning and progress on a regular basis, as in all subjects, and use this to inform future planning;
- The North Tyneside French scheme provides assessment opportunities at the end of each unit, linked to the four national attainment targets of listening, speaking, reading and writing;
- The subject leader provides an annual subject report to Governors commenting on the progress the children have made in the subject.

Inclusion

All children matter and are given every opportunity to achieve their best. We use informal assessment during lessons to identify the children who have achieved the objectives and those who need more support and reinforcement. We also ensure we are using a variety of teaching strategies, which enable children of all abilities to participate at their own level.

Enrichment

The MFL Lead sources enrichment activities when possible to support the teaching of French, giving pupils the opportunity to interact with and learn from a native French speaker. This also provides opportunities for pupils to practise their pronunciation and to benefit from authentic resources and materials.

Staff Training

The MFL subject lead will attend training and support meetings, where these are available, to keep abreast of current developments and feed back to staff as required. The MFL subject lead will provide or source training and support to staff as needed.

Resources

The MFL subject lead is responsible for the ordering and maintaining of resources in liaison with teachers. The resources and schemes of work are kept in a central area (Y5 cupboard).

Review

This policy will be reviewed, at least, every 3 years.
Review date: September 2028