

AYCLIFFE DRIVE PRIMARY SCHOOL



Modern Foreign Languages Policy

Curriculum Committee

**Updated June 23
To be reviewed June 25**

**Staff Responsible
Mrs D Major**

MFL Leader

Modern Foreign Languages Policy

'Through learning language, we learn about culture.

Through learning about culture, we learn respect for others.

Through learning respect for others, we can hope for peace.'

Claire Kramsch: Prof of Foreign Language Education, Berkeley USA

The aims of teaching French

At Aycliffe Drive Primary School we aim:

- to offer children a valuable educational, social and cultural experience and to develop communication skills in French and other languages where possible.
- to create and nurture an enthusiasm in learning and communicating in French which ideally children will carry through to secondary school and beyond.
- to raise the awareness of the multi-lingual and multi-cultural world and to introduce an international dimension to pupils' learning.
- to develop communication and literacy skills that lay the foundation for future language learning. □ to provide a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

Teaching and learning in French

At Aycliffe Drive Primary School we use Rigolo to support the teaching and Learning of French. The knowledge and skills that are developed include language comprehension through listening and reading, language production through speaking and writing, language-learning strategies and intercultural understanding. Emphasis is placed on speaking and listening to the language, while familiarising children with cultural aspects of the country. As children progress through KS2, planning will include a greater focus on grammar and writing.

EYFS / KS1

There is currently no statutory requirement to teach a foreign language in EYFS / KS1, however teachers are encouraged to integrate simple vocabulary as part of their daily kinaesthetic or brain-break routines.

KS2

Cross-curricular links

English: regular conversational activities consolidate speaking and listening skills. Simple grammar work covered in years 5 and 6 will reinforce grammar taught in SPaG lessons.

Maths: aspects of mathematics such as counting, tables, calculations, money and time topics reinforce areas covered in maths sessions.

Computing: Children will have regular opportunities to use the internet to research France and French speaking countries.

SMSC: Activities and events will be planned to develop intercultural understanding and to broaden knowledge of language, celebrations as well as geographical and historical topics relating to other countries.

Teaching French to children with special educational needs (SEND) more able children

At our school we teach French to all children, whatever their ability, in order to provide a broad and balanced education to all children. French is suited to children with special education needs as the written component is relatively small and the focus is on oral skills. Children in Lower KS2 will have little experience of French so SEN children should feel more confident in participating in class. Children who speak French at home are encouraged to model language and share 'real-life' experiences with the class.

Assessment and recording

There is no formal assessment required for French; however, tracking grids are in place to record progression in the areas of Speaking and Listening, Reading and Writing throughout KS2.

Resources

Resources are continually reviewed and enriched, according to topic coverage. A proportion of the budget is spent on whole school display resources to promote French around the school.

Existing resources are held centrally in the curriculum store and planning and teaching resources are held under Subject Leaders on the Staff server.

Monitoring of Effectiveness

The MFL subject leader is responsible for monitoring standards. They support colleagues in the teaching of French, keeps up to date with current developments in the subject by attending network meetings and working with colleagues in others schools, and provides a strategic lead and direction for the subject in the school. The subject leader gives the headteacher an annual action plan in which they evaluate the strengths and weaknesses in the subject and addresses areas for further improvement. This subject policy will be reviewed by the subject leader on a two-year cycle and approved by the governors' curriculum committee.