

**Grand Avenue Primary and Nursery School**  
**Policy for Modern Foreign Languages (MFL)**

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## **Introduction**

In accordance with our mission statement we aim to provide a variety of experiences for the children - from improving literacy skills, to developing self esteem and widening cultural awareness, introducing a language at an early age has many benefits.

We believe that the main objectives of learning a Foreign Language are to;

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

## **Entitlement**

From September 2014, it will become compulsory for children in KS2 to learn a foreign language. At Grand Avenue the children will receive **six hours** of French each term. The teaching and learning of a foreign language will be available to all the children in KS2.

### **All KS2 children will have the opportunity to;**

Take part in French lessons

Speak French within the French lesson

Begin to read and write in French

Listen to someone speaking French

Take part in an introduction to Latin language and culture via the Cambridge Minimus Scheme.

## **Responsibilities;**

### **The MFL co-ordinator will -**

- Ensure teachers are familiar with the KS2 Framework for languages
- Support teachers with adapting the framework if necessary
- Help plan lessons from the units in the framework
- Ensure teachers are aware of and familiar with resources
- Ensure there are sufficient resources
- Keep a record of how the budget has been spent
- Attend coordinator meetings
- Prepare and organise INSET where necessary
- Monitor the French curriculum through observation and discussion with teachers and pupils
- Assess pupils in year 6, during the Summer term, in accordance with LA guidelines

### **The Governing Body will;**

- Become familiar with the key issues surrounding the teaching of FL
- Be familiar with the FL policy
- Review the policy at appropriate times
- Support the implementation of the policy
- Visit school to observe the teaching of FL
- Meet with the FL coordinator

### **The Teacher will -**

- Plan and teach the FL curriculum using the schemes of work provided during regular sessions and smaller 5 minute chunks more frequently
- Plan activities to meet the needs of all pupils including SEN, more able, those with English as an Additional Language and native speakers
- Make the teaching and learning of FL as varied and visual as possible

### **Organisation/Time Allocation**

The scheme of work has been designed to be taught from years 3 -6. The Rigolo scheme will study units as follows;

Year 3 – Units 1, 2 and 4

Year 4 – Units 3, 5 and 10

Year 5 - Units 6, 7 and 11

Year 6 – Units 8, 9 and 12

### **Additional education needs/SEN/More able/Native Speakers**

Teachers will adapt or modify the scheme to ensure it takes account of the different experiences, strengths and interests of the children. Reducing the amount of written work and reading, using alternative communication and giving children the opportunity to clarify ideas through discussion and role play will support children with SEN. More able children will similarly have their needs met, for example by increasing the level of demand of requirements. Appropriate additional resources will be sourced for native speakers as required.

### **Key skills/Cross curricular links**

The scheme takes the primary curriculum as its starting point with many units inspired by themes taught in schools. Learning another language presents opportunities for links with other areas of the curriculum. Some of these are;

- Literacy – development of speaking, listening, reading and writing skills.
- Maths – counting, calculations, time, money.
- PSHE - developing good relationships and respecting differences between people.
- Music – singing songs in unison.
- Geography – Francophone countries

### **Home/ School links**

The children may occasionally be set a piece of French homework in order to reinforce what has been learnt during the lesson. It may be written homework, a fact finding task or a game or task that involves help from a parent.

### **Resources**

The LGFL Rigolo scheme provides a foundation for French teaching in. When needed, the scheme is supplemented with La Jolie Ronde scheme of work and Early Start French scheme of work. In a central area accessible to all there are a range of French dictionaries, games, flashcards, books, CD Roms and posters which support the teaching of French. The internet also has a wealth of resources used to supplement the teaching of French. Examples include; BBC, Espresso, Primary Resources....

Grand Avenue also has close links with Secondary school, Coombe Girls, and staff there, are able to provide advice on the teaching and learning of French. Children in all 3 Key Stages are given the opportunities to attend extra-curricular language clubs in Spanish, French and Mandarin.

### **Monitoring and Assessment –**

The monitoring and evaluation of French will be undertaken by;

- Referring to planning
- Observing lessons
- Speaking with teachers and children
- Displays
- Sampling children's work

Royal Borough of Kingston also provides an assessment pack for year 6 children to be assessed before moving onto Secondary school. This assesses levels 1-4 oracy. Each pupil will be assigned a level at the end of KS2.

### **Equal opportunities statement**

The teaching of a Foreign Language reflects the schools' equal opportunities policy. We ensure that every child in KS2 has equal access to the French curriculum regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religious or ethnic origin or home language.