



Signed by Chair of Governors .....

Date approved by Governors .....July 2018.....

Review Date .....July 2022.....

## **MFL Policy**

### Introduction

The aim of this policy is to lay down the foundations for a realisation of the vision of languages as a “life-long skill – to be used in business and for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instil a broader cultural understanding” (KS2 Framework for languages)

This policy document relates to the teaching of French at KS1 and KS2.

### Aims and objectives

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

### The Curriculum

The primary national curriculum states that pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (\*) content above will not be applicable to ancient languages.

### Resources

#### Foundation and KS1

The pupil's first introduction to French is through the "Hocus and Lotus" programme devised by Dinocroc International Training Institute. This programme uses a narrative approach. Songs, drama and stories are used to assist the process of language acquisition through repetition and through visual clues which support understanding. The children really enjoy this introduction to language.

#### KS2

In years 3 and 4 French is taught, in which the emphasis is still heavily on speaking and listening. The 'Early Start- French' resource is used along with stories, songs, games and Espresso.

In years 5 and 6 French is taught again using 'Early Start- French', with an emphasis on speaking and listening and the introduction of some written work in readiness for progression to KS3.

#### Time allocation

In KS1 pupils will receive the equivalent of 30mins a week (although not statutory) some of which may be made up in blocks.

In KS2 pupils will be expected to receive 30mins of a language each week which can be taught over shorter sessions, or in blocks.

#### Assessment

We assess children in order to ensure that they make good progress in this subject. We do this informally during lessons. Where appropriate, work may be recorded and this could be assessed for recording on reports.

#### Inclusion

All pupils should be given access to language learning without discrimination.