



William Penn Modern Foreign Language (MFL) Policy

Introduction

At William Penn Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils.

The main focus of MFL teaching is French, taught to all KS2 children. We endeavour to provide MFL experiences that are inspiring, engaging, and which develop a keen interest in language learning. Pupils are encouraged to develop their understanding of other cultures and languages to enable our children to see themselves as citizens of a wider, global community.

Aims

- To develop language competence in French, i.e. speaking, listening, responding, reading and writing.
- To engender an enthusiasm and sound basis for language learning for KS2 and the future, ensuring that learning is fun, stimulating and purposeful.
- To promote language-learning skills
- To appreciate the diversity of languages and make comparisons between a foreign language and English.
- To enhance cultural awareness and develop intercultural understanding, giving an international dimension to children's learning.

Provision

There are three main contexts in which French language teaching and learning take place.

(i) Language lessons

Children in KS2 are taught specific skills, concepts, vocabulary and sentence building in a weekly, 45 - 60 minute dedicated lesson per Year Group in KS2.

The children at William Penn are in 'mixed age classes' and are taught French in these classes.

Planning for each term is supported by West Sussex schemes of work and long term overviews ensuring continuity and progression. In addition, dual language texts are used to enable the children to develop their reading and writing skills. Where appropriate, French 'themes' are incorporated into class topic work.

(ii) Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their French in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in French while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

(iii) 'Incidental' language

Foreign language is used as part of the day-to-day life of the school. For example, teachers use French to give simple classroom instructions ('listen'; 'look'), to ask questions ('what's today's date?') and to take the register etc. Children are encouraged to respond using the language they

have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

With the addition of this informal teaching time, outlined in (ii) and (iii), the recommended one hour per week for the KS2 MFL Framework is met. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Pedagogical Approach

Teaching and Learning Styles

Lessons are enhanced with practical, active and fun activities, such as songs, games and role-play in French. This approach is supported with short, focused, purposeful written or reading tasks. The variety of activities provides opportunities for Visual, Auditory and Kinaesthetic learning styles.

Differentiation

In order to ensure that pupils of varying abilities can access and enjoy language learning, some tasks are set with an increasing difficulty level and others are open-ended tasks so that children can achieve according to their individual potential. Resources of different complexities are given to children when appropriate. At times peer support is encouraged to aid the lower ability child and reinforce learning for the more able child.

Inclusion

French teaching at William Penn School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children.

Curriculum Planning

Cross-curricular links are made with other subjects and topics, where it enhances children's learning. The fundamental skills, which children learn as linguists in speaking, listening, responding, reading and writing, can be developed throughout the curriculum and used to enhance all areas of subject learning. French lessons are linked to the topic being studied in the classroom, when purposeful.

The list below shows some of the ways that cross-curricular links are made in the curriculum at William Penn.

Cross-curricular links

1. Classroom routines
 - Register
 - Dates
 - Greetings
 - Instructions
2. Literacy
 - Development of speaking and listening skills
 - Knowledge and understanding of grammar and sentence structure
 - Opportunities for comparison with English
 - Reading texts/books written in French

3. ICT
 - Internet materials
 - Audio / video materials
4. Citizenship
 - Intercultural understanding and knowledge
5. Numeracy
 - Numbers, money, time, date
 - Calculations
6. Geography
 - Compass points
 - Weather
 - Studying other countries
7. Science
 - Body parts
 - Healthy eating
 - Animals
 - Habitats
8. Music
 - Singing and actions
 - Rhythm and rhyme
9. RE
 - Festivals and customs (eg: Christmas, Easter)
10. History
 - Specific topics (eg: World War II)
11. D&T
 - Colours
 - Foreign painters
 - Creating a board game in the foreign language
12. PE
 - Instructions, warm-up
 - Parachutes activities

Scheme of Work – including progression

Provision at William Penn is supported by the extensive West Sussex Scheme of Work for French teaching, which is available from the West Sussex Grid for Learning. Appendix 1 is an overview of the scheme for 'mixed age' classes, showing content and progression. The cross-curricular packs are tailored to suit the curriculum at William Penn.

Assessment, Reporting

Opportunities to monitor the children's progress in MFL are built into our medium term plans. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different listening, speaking, reading and writing activities. Written activities are collated in each child's French folder. Pupil's attainments in: listening and responding; speaking; reading and responding; and writing and grammar are assessed against Target Tracker statements from the National Curriculum. Individually, they are invited to self-assess their learning, to indicate how well they feel they have achieved the lesson objective.

Resources

1. Interactive Whiteboard Flipcharts and supporting flaschcards stored on school server.

2. CDs

Le Départ: Children In Wartime by West Sussex County Council

Allons Chanter by Véronique Bussolin (LCP)

Une Année en France (Link and Learn)

3. DVDs

Early Start - Pack 1: Salut! Ça va?

Early Start - Pack 2: Où habites-tu?

Early Start - Pack 3: Ici et Là

4. Dictionaries

Collins First Time French (x10)

5. Language sheet

Instructions and basic language, to be used in the classroom

6. Plans

Schemes of work: wsgfl.westsussex.gov.uk

Cross-curricular plans for William Penn: stored on the school server

Monitoring and Review

Monitoring is carried out in the following ways:

- Informal discussion with staff and pupils
- Collection of MFL planning
- Looking at the work in individual learner files or notebooks
- Classroom observation

There is an annual review of this policy by the MFL co-ordinator.

The main review will take place every 3 years.

Signed:

Date:



Appendix 1

YEAR 3/4

TERM	YEAR A	YEAR B	ORACY	LITERACY	INTERCULTURAL UNDERSTANDING	KAL	LLS
AUTUMN	Greetings, social conventions (1 + 1) How they feel (2 + 2) Names (+ French names) (2 + 2)		O3.1 Listen & respond to simple rhymes, stories and songs	L3.1 Recognise some familiar words in written form	IU3.1 Learn about the different languages spoken by children in the school	Identify sounds, phonemes, words, rhyming words	Remember rhyming words
	France (1) Traditional tale from France (1) Classroom instructions (1)	Harvest celebrations (1) A story in French (melon énorme) (1)	O3.2 Recognise & respond to sound patterns & words	L3.2 Make links between some phonemes, rhymes and spellings, and read aloud some familiar words	IU3.2 Locate country / countries where the language is spoken	Imitate pronunciation Hear main word classes	Use gesture or mime Record themselves
	Numbers 1-12 (2 + 2)		O3.3 Perform simple communicative tasks using single words, phrases & short sentences	L3.3 Experiment with the writing of simple words	IU3.3 Identify social conventions at home & in other cultures	Recognise question forms / negatives Recognise conventions of politeness	Repeat rhythmically Recognise words being mouthed silently
	Saying + asking age (2)	Classroom instructions (1) French-speaking countries (1) A traditional French rhyme (1)					
	Christmas (2 + 2)						
SPRING	Numbers 13-20 (1 + 1) Classroom instructions (ongoing)		O3.4 Listen attentively and understand instructions, everyday classroom language & praise words	L4.1 Read & understand a range of familiar written phrases	IU4.1 Learn about festivals & celebrations in different cultures	Engage in turn-taking Link sounds to meanings & recognise sounds in written form	Ask for repetition / clarification Use a physical response
	Fête des rois – recipe (1) Colours (2) Shape (1) Parts of the body (4) (story: Un grand monstre vert) Transport + travelling to France (2) Easter – traditions in France (1)	Days of the week (1) Months (1) Seasons (1) Weather (3) (pack) eg: Le voyage de Plume (4) OR Storms + Shipwrecks Making an Easter card (1)	O4.1 Memorise & present a short spoken text	L4.2 Follow a short familiar text, listening & reading at the same time	IU4.2 Know about some aspects of everyday life & compare them to their own	Notice spelling of familiar words, noting different / similar letters/letter strings	Listen attentively, looking at face of speaker Play games Use context to aid meaning
SUMMER	Numbers 21-31 (1+1) Classroom instructions (ongoing)		O4.2 Listen for specific words & phrases	L4.3 Read some familiar words & phrases aloud & pronounce them accurately	IU4.3 Compare traditional stories	Recognise similar words in both languages	Practise saying new words under breath / aloud
	Pets + animals (4) (packs): Habitats (4) Handa's surprise (6) (fruits + fruit tasting, African animals, simple opinions)	Food – ice-creams (2) Likes and dislikes (2) (pack): Hungry Caterpillar (8) or other pack	O4.3 Listen for sounds, rhythm & rhyme O4.4 Ask & answer questions on several topics	L4.4 Write simple words & phrases using a model & some words from memory	IU4.4 Learn about ways of travelling to the country / countries	Notice different writing systems	Compare new words with words in English /other language



YEAR 5/6

TERM	YEAR A	YEAR B	ORACY	LITERACY	INTERCULTURAL UNDERSTANDING	KAL	LLS
AUTUMN	Classroom instructions (ongoing) Revision of names + il/elle s'appelle, greetings, how they feel, ages, where they live (2 + 2) Revise numbers 1-31; Months (1 + 1)		O5.1 Prepare + practise a simple conversation	L5.1 Re-read frequently a variety of short texts	IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country	<i>Develop accurate pronunciation /intonation</i>	<i>Apply grammatical knowledge</i>
	Revise days of week Date (1)	Birthdays Fête days (2)	O5.2 Understand + express simple opinions	L5.2 Make simple sentences + short texts	IU5.2 Recognise similarities + differences between places	<i>Manipulate language</i>	<i>Reuse language in new context</i>
	Numbers 32-60 (1 + 1)		O5.3 Listen attentively + understand more complex phrases + sentences	L5.3 Write words, phrases + short sentences, using a reference source	IU5.3 Compare symbols, objects or products which represent their own culture with those of another country	<i>Understand /use negative statements</i>	<i>Use physical response</i>
	Zoo animals, adjectives (7-8)	Clothes, adjectives, fashion show, design outfit Stereotypes (7-8)				<i>Recognise different register</i>	<i>Ask for clarification /repetition</i>
	Xmas (2 + 2)						<i>Use context / previous knowledge / visual & aural clues to infer meaning</i>
SPRING	Numbers 61-80 (1 + 1) Classroom instructions (ongoing)		O5.4 Prepare a short presentation on a familiar topic			<i>Apply knowledge of rules in sentence-building & word order</i>	<i>Plan and prepare needs of tasks</i>
	Where they live (town/country) (1) Places in town (2) Directions (2) Weather – rhyming activity + poem (1) (packs): Storms & Shipwrecks OR Bear Hunt (4-6)	Prepositions (Pack): La chambre secrète story : Une histoire sombre (4) Le château hanté (6)	O6.1 Understand the main points + simple opinions in a spoken story, song, passage	L6.1 Read + understand the main points + some detail from a short written passage	IU 6.1 Compare attitudes towards aspects of everyday life	<i>Notice different text types and deal with authentic text</i>	<i>Read and memorise</i>
	Alphabet (1+1)						<i>Reflect & share ideas on language learning</i>
	Classroom instructions (ongoing) Alphabet (ongoing)		O6.2 Perform to an audience	L6.2 Identify different text types + read short, authentic texts for enjoyment or information	IU6.2 Recognise + understand some of the differences between people	<i>Locate words in a reference source</i>	<i>Use language outside lessons / practise with a friend</i>
SUMMER	Numbers 81-100 as part of money topic Food – café, money, opinions (6) IU – mealtimes in France Time (2) (Pack): Healthy Eating (6-7)	Numbers 81-100 (1) Sports – revise parts of body J'ai mal ... Opinions + adjectives (6) Topic on France /French-speaking countries (collaborative work): food (+ tasting), products, people, cars, geography, school day, Paris, Bastille Day (1) (7)	O6.3 Understand longer, more complex phrases O6.4 Use spoken language confidently to initiate + sustain conversations and tell stories	L6.3 Match sound to sentences + paragraphs	IU6.3 Present information about an aspect of culture	<i>Recognise the importance of intonation</i> <i>Notice and match agreements</i> <i>Use language knowledge to convey meaning</i>	<i>Use a dictionary</i> <i>Make predictions based on existing knowledge</i>