



Sir Alexander Fleming Primary School and Nursery Languages Policy

Reviewed September 2019
Next Review September 2020

Introduction

As a result of the new primary National Curriculum, taking effect from September 2014, learning a foreign language is a requirement for children within KS2, and French is the language taught at Sir Alexander Fleming Primary School.

Language is at the heart of all the learning a pupil does. It is how they receive knowledge, express themselves and communicate, from the very earliest stages. The learning of a language should enhance their abilities to communicate and help to develop personal skills.

Learning a language helps the development of an understanding of the many purposes for which language is used. It promotes an awareness of the diversity of forms language can take. Children already have a broad understanding of the purpose, nature, and functions of language by the time they begin learning a foreign language. Learning a foreign language will enhance this knowledge base.

Aims and objectives

The aims and objectives of learning a foreign language in primary school 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

The children will be taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning

- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in French
- gain some understanding of life in another culture

Teaching and Learning

Teaching will be in French as much as possible, will develop practical communication, and should focus on enabling pupils to make substantial progress in that language. The teaching in key stage 2 should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Organisation

French is taught in a whole-class setting. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult. Each class has a timetabled lesson of at least thirty minutes per week. French should also be revisited, with the class teacher, in short additional sessions throughout the week to consolidate knowledge and ensure the language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work and vocabulary in books.

French is also incorporated into other areas of the curriculum and daily routines wherever possible and relevant.

Below is an outline of the coverage within KS2

Year 3	YEAR 4	YEAR 5	YEAR 6
Autumn			
All about me	Colours Birthdays Celebrations	Travelling to school The town	Food
Spring			
Numbers The date Money	My Family	Weather Seasons	France and Europe
Summer			
Parts of the body	Animals	Sports Hobbies	Time School The classroom

Each planned unit includes working on the skills of:

- Listening and responding
- Speaking
- Reading and responding
- Writing

The termly plans also include children learning about the culture of France.

Resources

Power Language is the scheme used, it includes interactive resources and songs. Classes also have a collection of French books and dictionaries for the children to use.

Curriculum Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

Literacy: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.

ICT: use of materials from the internet and satellite television, French programmes or apps, video and audio, presentation of information and data, word-processing.

SMSC: the multilingual society, knowledge of other countries and cultures.

Numeracy: counting, calculations, the time and the date, money. **Geography:** work relating to the study of other countries, points of the compass, weather.

Science: work on parts of the body, animals, and names of planets.

Music: rhyming, rhythm, singing, composition, world music. **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs.

History: work relating to the study of other countries, family trees of famous people.

Art: look at paintings and the lives of French painters and artists. Using drawings as a part of recorded work.

PE: physical responses to the teacher's instructions issued in the language being learnt.

Assessment and record keeping

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback reflecting on each of the four skill areas. The Subject Leader monitors the effectiveness of the procedures implemented, and tracks coverage. French is reported to parents by class teachers in end of year reports in key stage 2.

Monitoring and evaluation

The MFL Subject leader ensures that the medium term plan is delivered. The findings from any assessment of learning and evaluations are acted on in subsequent sessions. Findings are shared with the SLT and the MFL SDP is updated as appropriate. New resources can be requested by staff so that classrooms have the necessary books and displays to support children's learning.

