



**CASTLEFORD  
PARK JUNIOR ACADEMY**

# MFL Policy

**Castleford Park Junior Academy  
May 2018**

*Review Date : May 2021*

# MFL Policy - French

Subject Leader: Helen Nicholls Reviewed: Summer Term 2018

## Modern Foreign Languages Policy -French

*“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.”*

The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

### Introduction

At Castleford Park Junior Academy we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, promotes global citizenship and encourages them to understand their own cultures and those of others.

Foreign language learning is being progressively introduced to primary schools as part of the Government’s National Languages Strategy (*Languages for All: Languages for Life*, DfES 2002). In 2009-10 it was made compulsory that all Key Stage 2 pupils should be entitled to learn another language in school time. Castleford Park Junior Academy recognises the value of this initiative and provides age-appropriate Primary Languages learning opportunities for all children throughout the school. The focus of language taught in Key Stage Two is with ‘La Jolie Ronde’ scheme written by Rachel Redfearn, Wakefield LA

### Aims and objectives of Primary Languages education at Castleford Park Junior Academy

The aims of Primary Languages teaching at Castleford Park Junior Academy are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences; and to provide a vehicle for multi-cultural understanding.
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum;
- promote and enhance the use of ICT;

- promote global citizenship and enterprise skills;

## **Speaking and listening**

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

## **Reading and writing**

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

## **Intercultural understanding**

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

## **Teaching and learning Primary Languages at Castleford Park Junior Academy**

At Castleford Park Junior Academy we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of French whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

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

### **1. Languages lessons**

Although Primary Languages cuts across the curriculum, Key Stage Two children are taught specific skills, concepts and vocabulary in dedicated lessons with the class teacher or HLTA. The content of these sessions is reinforced by the class teacher at other times to keep learning 'live'.

### **2. Languages embedded into other lessons**

Where appropriate, teachers give children opportunities to practise their foreign language 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 another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

### **3. 'Incidental' language**

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('Which colour dinner today?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. 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.

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.

## **Intercultural understanding**

Primary Languages provide a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

## **Inclusion**

Primary Languages teaching at Castleford Park Junior Academy is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

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. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

## Planning and resources

Primary Languages is planned following the guidelines outlined in Curriculum 2014. The school sets a scheme of work based around 'La Jolie Ronde'. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school.

## Staff development

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network meetings and local authority training. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities.

## Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built against each lesson objective. Achievement is measured against whether each individual has met a particular objective, this is then marked as complete or as an area for next steps learning which has yet to be attained. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observations of children working on different oral activities and (where appropriate) written product.

## Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and from time to time we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We are currently employing a specialist language teacher to help develop staff's skills in teaching French. The specialist teacher is also running afterschool MFL lessons which is further enriching the children's opportunities to learn a MFL.

Monitoring and Review:

Signed



**Miss K. Law Headteacher**

Date: May 2018

Signed

**Mr J. Dossey Chair of Governors**

Date: May 2018

Signed

**Helen Nicholls Subject Lead**

Date: May 2018