



French

Believe, Achieve, Celebrate

Revised : March 2024 - Mrs Sally Steele-Mulla

To be reviewed March 2026

Policy on Modern Foreign Languages (MFL)

Our Intent

Our French vision at Thurnby Mead

At Thurnby Mead, we are aware that our children are growing up in a diverse, multicultural society and to enable them fit in and function in such a world, it is essential that they are given the opportunity to explore, acquire, and engage in language skills beyond that of their own main spoken language. Our aim is to ensure that our children will be able to communicate and speak in sentences using familiar vocabulary, phrases, and basic language structure by the end of key stage 2.

We begin to teach and learn French in Key stage 2. The children are able to listen attentively to spoken language and show understanding in joining in and responding. They can also extend their learning by exploring the patterns and sounds of language through discreet mouth manipulation exercises, songs and rhymes.

1 Our Aims and objectives.

Our aim is to enable our children to develop an inquisitive mindset about language and learning. This will ensure that the children develop their cultural awareness of France and the French speaking world at large but also more importantly about the many modern foreign languages spoken around the world.

1.1 Our objectives in the teaching of French are:

- To encourage an enjoyment and appreciation of other languages.
- To enable children to know about France and other French speaking countries and their cultures.
- To read carefully and show an understanding of words, phrases, and simple writing.
- To engage in conversations, ask questions and express opinions as well as respond to those of others.
- To have some knowledge and understanding of famous French artists such as Leonardo de Vinci, as well as important landmarks and buildings.
- To help children understand French society, community, language, and family.
- To present ideas and information orally to a range of audiences through role play.
- To develop the cross-curricular use of French in connections with other subjects.

Implementation

2 Teaching and learning style.

- 1 We place an emphasis on developing the children's cultural capital as we believe that this is important for their understanding, appreciation of the subject and growth. Because of this, we use a variety of teaching and learning styles in our lessons. Our emphasis is on oral activities which they develop through listening, speaking, reading, and writing, as well as through a range of activities including role play, games, and songs.

2.2 Listening

- To listen attentively to spoken language and show understanding by responding and joining in.
- To explore the patterns and sounds of language through phonics, songs, rhyme, role play and link spelling, sound and meaning of words.

2.3 Speaking

- To engage in conversations, ask and answer question, express opinions and respond to those of others.
- Seek clarification and help.
- To speak in sentences, using familiar vocabulary, phrases, and basic language structure.
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To present ideas and information orally.

2.4 Reading

- To carefully decode and show understanding of words, phrases, and simple writing.
- Appreciate simple stories, songs, poems, and rhymes in French.
- Broaden their vocabulary and develop an ability to understand new words that are introduced into familiar written material.

2.5 Writing

- To be able to write phrases from memory and adapt these to create new sentences.
- To describe people, places, and objects.
- Understanding basic grammar such as feminine, masculine, and neuter forms, key features, and patterns of language and how to apply these, and how these differ from or are similar to English.

3 French curriculum planning

- 3.1 Our teaching and learning is based on the Kapow schemes of work. The scheme is comprehensive and meets the National Standards for the National curriculum in Modern Foreign languages.

It includes a vast array of interactive resources and materials. The children are able to engage and listen to native language speakers, as well as practice French phonic sounds. This meets the requirements of the National Curriculum set for language learning and teaching in Key Stage two.

Topics are mapped across years 3-6 and objectives are taken from the schemes of work. Curriculum content is then detailed in medium term plans. We ensure that there are opportunities for children of all abilities to develop their language and knowledge in each unit. We plan progression through each class and unit so that the children are increasingly challenged as they move through the school.

4 The contribution of French to teaching in other curriculum areas

4.1 English

French contributes to the understanding and teaching of English by actively promoting the skills of reading, developing dictionary skills by using bilingual dictionaries, comparing adjectival position in French and English. It therefore provides opportunity to compare grammar as well as spoken language.

4.2 Mathematics

The teaching of French contributes to children's mathematical understanding. Children learn to count and use numbers. Recapping the days of the week, birthdays, and months of the year. They also learn about currency conversions and how to interpret information presented on maps and other graphical diagrams.

4.3 Geography

French makes a significant contribution to children's understanding of Geography. They are able to learn about different festivals and national days and compare celebrations in different cultures. They develop an awareness of different flags, weather patterns and climate data and are able to identify countries around Europe on a map and recognise other French speaking Countries around the world. Children also develop an understanding of important landmarks in France such as the Louvre.

4.4 Personal, social and health education (PSHE) and citizenship

French contributes significantly to the teaching of personal, social and health education and citizenship. Children develop an awareness of others by understanding that other people may have different opinions and that it is important to respect them. They also learn to understand different cultures, traditions, and expectations. They learn how to recognise and challenge stereotypes, and to appreciate that racism and intolerance is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

4.5 Spiritual, moral, social, and cultural development

In our teaching of French, we contribute to the children's cultural development. We provide children with the opportunity to discuss and compare cultural differences. Children learn that their

peers may come from a range of different places. It also enables children to understand that the rich cultural heritage that we experience in Britain today has been made possible by many multi-cultural figures throughout history. The teaching of French also offers opportunities to support the social development of our children through the way we expect them to work with each other. Role play allows children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their engagement helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities. This enables them to learn to respect people from diverse backgrounds.

5 French and ICT

- 5.1 The children use ICT in a variety of ways, such as in finding information on the Internet as well as in research opportunities which they can present through PowerPoints. They can also use interactive software, and record through seesaw and on digital camera. For example, they might use the internet to search for information on footballers and navigating local tourism websites which is one of the units in Year 6.

6 French and inclusion

- 6.1 At our school, we teach French to all children in Key stage 2, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make expected progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs and English as an Additional Language (EAL).
- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the levels expected. This helps to ensure that our teaching is matched to the child's needs.
- 6.4 We enable all pupils to have access to the full range of activities.

Impact

7 Assessment for learning

7.1 Assessment in French is carried out in line with the school policy and national curriculum guidance. Formative assessments are made through teacher observations in lessons. The children also carry out a quiz assessment at the end of each unit. Regular sharing of good practice also enables the teaching staff to have a deeper understanding of the progression and continuity required in delivering effective lessons.

8 Resources

8.1 There are a range of recently purchased dual language story books in our school library. The children can access these books to enhance their learning.

8.2 The Kapow French scheme of work which we subscribe to also has resources and teaching aids to support the delivery of lessons. This expertly designed curriculum ensures teachers are well supported to deliver French.

9 Monitoring and review

9.1 The coordination and planning of the French curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments and by providing a strategic lead and direction for the subject.
- Uses allocated regular leadership time to review evidence of the children's learning, and to observe French lessons across the school. This forms part of teachers' CPD with clear feedforward to improve the provision of French across the school.

9.3 This policy will be reviewed at least every two years.

Signed: Sally Steele- Mulla

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