

BRAYWOOD CE FIRST SCHOOL



Aspire, Learn, Achieve

Modern Foreign Languages(MFL) Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Aims

The main aim of teaching MFL is to develop children's linguistic competence. Lessons are regular and frequent, so that previously learnt language can be reinforced and children can make good progress.

The teaching of MFL offers opportunities for children to :

- become increasingly familiar with the sounds (and in KS2, the written form) of a new language;
- develop linguistic skills, knowledge about language and language-learning skills;
- understand and communicate new language;
- make comparisons between a foreign language and English;
- increase their cultural awareness by learning about different countries and communities;
- develop positive attitudes towards language learning;
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- form a sound basis for further study beyond Braywood.

Teaching and Learning

The teaching style that we adopt is as active and practical as possible. The methods used include:

- audio support and videos to enable the children to listen to the correct accent
- games to reinforce the lesson objectives
- research on the internet
- Practising MFL (with a focus on French) through song (especially for Early Years and KS1)

Years 3 and 4 use Channel 4 'Chez Mimi' website to support their learning of French. The school plans regular themed language based activities, e.g. French breakfasts, making sushi, Lebanese breakfasts, exchange visits from Lebanese schools and regular correspondence between pupils in the Lebanon.

Exceptional achievement in French lessons and activities can be recognised through inclusion in the Golden Book and the Star of the Week award.

Planning

MFL planning is adapted from various sources including the National Strategy and the IPC and the EYFS framework to suit the needs and interests of the children/ school.

Planning is the responsibility of Mrs. Sarah Walker and Mrs. Tracy Ingram.

French in the Foundation Stage

The lessons are based on fun and games and songs. Language lessons to this age group are to familiarise the children with the sound of the language so that they can discriminate it from their own and start to be aware of simple words. The register is taken regularly in French and simple instructions and songs are an integral part of the foundation class routine.

French in KS1 and KS2

Lessons in KS1 and KS2 are similarly built on the premise of interactive activities. They incorporate more than acquiring new vocabulary and strive to develop a greater appreciation of other cultures. In general, these lessons start with carpet time using songs and games. The main teaching objective of the lesson is introduced and the main activity may be oral or recorded. Each child in KS2 has their own French file.

The contribution of French to teaching in other curriculum areas

Learning French presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas, and vice versa. Where there are obvious links e.g., learning how to tell the time, maths can be supported in French lessons also.

Inclusion

French lessons are planned and delivered to all children in the school. Class activities are differentiated in order to cater for the various learning needs in the class. We provide learning opportunities that are matched to the needs of the children.

Teaching MFL to first language speakers

Parental guidance is taken when children are bilingual or have a first language other than English. Children help model to the class, particularly with intonation. First language speakers are obviously fluent in speaking, but we give them opportunities for reading and writing.

Assessment and recording

The French teacher assesses children's work in French by making informal judgements as she observes them during lessons. Pupil's progress in French closely monitored by the French teachers and is reported upon in the school report.

Sarah Walker and Tracy Ingram