



Longford Park School

Believe • Belong • Become

Modern Foreign Language (FRENCH) POLICY Longford Park School

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Reviewed :

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Next Review :

Approved by Governing Body : Signed _____

Date :

Introduction

Our school values

We **believe** in ourselves and each other.

We all **belong** in our community.

Everyone **becomes** the best they can be.

Longford Park is a school for pupils with social, emotional and mental health difficulties, and its policies must reflect this. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs. A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

All stakeholders 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, encouraging them to understand their own cultures and those of others.

The aims for teaching Modern Foreign Languages 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;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- add an extra dimension to teaching and learning across the curriculum.

Objectives are split into three strands: Oracy, Literacy and Intercultural Understanding.

Oracy objectives

During MfL lessons, pupils will have the opportunity 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.

Literacy objectives

During MfL lessons, pupils will have the opportunity 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 objectives

During MfL lessons, pupils will have the opportunity 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.

Strategies for teaching Modern Foreign Languages

Teaching staff will utilise the skills of pupils in the following ways:

- through a structured scheme of work, Catherine Cheater, which reflects the guidelines of the National Curriculum;
- for at least 20 hours a year (for pupils in Years 3-6) as a subject in its own right, and integrated into other subjects of the curriculum where appropriate;
- through the use of a variety of sources which include: fiction and non-fiction texts, posters, CDs, DVDs and computer software;
- by building upon the children's previous learning and knowledge;
- through active learning including whole class chanting or singing, paired and group work;
- ensuring lessons are adapted to the abilities and interests of the class.

Staff development

Currently, the main teaching of French is delivered by a Foreign Language Assistant; who is employed and trained by Trafford. Class teachers must be present in all lessons, which gives them the opportunity and encouragement to develop their own language and language teaching skills. The subject leader for Primary Languages

(Mrs Angela Nealon) identifies school needs and coordinates professional development opportunities.

Cross Curricular Skills

Modern Foreign Languages can make a major contribution to Literacy, Numeracy, Geography, the acquisition of study skills and Global Citizenship education. It can also support the development of I.C.T. skills and independent learning. Pupils' spiritual, moral, social and cultural development is promoted through developing their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.

Additional Educational Needs and Inclusion

At Longford Park School, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. 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. Extension activities have been included in every year group to encourage, challenge and support independent learning. All Key Stage 2 pupils will receive equal opportunity to access teaching and learning in the study of Modern Foreign Language regardless of ability, race, religion, disability or gender.

ICT in Modern Foreign Languages

ICT makes a contribution to the teaching of Modern Foreign Languages in that pupils develop a sense of global citizenship and intercultural understanding through the use of the internet.