



NORTHSIDE Primary School

French Policy

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Rationale

At Northside Primary School we believe that the learning of a foreign language provides an enormously 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. Research shows that young children are intrinsically better language learners, able to become more proficient because they are less self-conscious about speaking aloud at this stage of their development. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others, which is vital in this increasingly globalised world. Additional studies state that learning a foreign language brings cognitive advantages such as enhanced problem solving, adaptability and literacy skills.

Aims

The main objective of teaching a modern foreign language in school is to promote the early development of a child's linguistic competence. We also want to:

- Foster an interest in learning other languages
- Introduce pupils to another language in a way that is enjoyable
- Develop pupils' speaking, listening, reading and writing skills
- Extend pupils' knowledge of how language works and explore differences and similarities between the structures of French and English language.
- Enhance pupils' awareness of the multilingual and multicultural world they live in and to introduce an international dimension to their learning, giving them an insight into their own culture and those of others.
- Provide a medium for cross-curricular links, where appropriate, and for reinforcement of knowledge, skills and understanding developed in other subjects.
- Lay the foundations for future study

Key Principles

The MFL National Curriculum Standards are as follows:

1. listen attentively and show understanding by joining in and responding
2. explore patterns, sounds and spellings of words
3. engage in conversations; ask and answer questions; express opinions
4. speak in sentences, using familiar vocabulary and phrases
5. develop accurate pronunciation
6. present ideas and information orally to different audiences
7. describe people, places, things and actions orally

8. read and understand words, phrases and simple writing
9. appreciate stories, songs, poems and rhymes
10. develop vocabulary and understanding of new words in familiar written material, incl. using a dictionary
11. write phrases from memory, and adapt them to create new sentences, to express ideas
12. understand basic grammar:- feminine and masculine forms; conjugate common verbs; key features and language patterns e.g. build sentences; differences and similarities to English.

Northside Values

RESPECT	to value our different cultures within the school and the wider community
PRIDE	to have confidence in our abilities and celebrate success
INCLUSION	to work together with families and our diverse community to become life-long learners
CHALLENGE	to have high expectations of ourselves so we achieve our best
CREATIVITY	to creatively express our feelings and ideas
RESILIENCE	to develop life skills so we fulfil our potential

UN Rights of the Child:

Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, whether or not they are shared by the majority of the people in the country they live.

In Practice

Northside pupils in Key Stage 2 have weekly French lessons with our specialist French teacher. In order to deliver the objectives of the KS2 Framework for Languages, we use the Primary Languages Scheme of Work alongside the Early Start DVD language resource as well as topics from the Language Angels Foreign Language for Primary Schools resources.

We adapt the schemes of work to the context of our school and the abilities of our children, using various techniques to engage active participation in lessons and between. We play games, use role play, songs, puppets to demonstrate language and videos. We frequently use actions and picture cues to accompany new vocabulary, as this teaches language without the need for translation. We cover all four communication skills; speaking, listening, reading and writing, although in Year 3, we focus mainly on speaking and listening.

We make lessons as fun as engaging and entertaining as possible to help develop a positive attitude in the children to learning a new language. We build children's confidence through constant praise for contribution they make in the foreign language.

Children will learn:

Speaking and listening

- Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others
- Speak in sentences, using familiar vocabulary, phrases and basic language structures

- Present ideas and information orally to a range of audiences
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Reading and writing

- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.
- Use a bi-lingual dictionary
- Write words and phrases from memory
- Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing
- Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), connectives and qualifiers, adverbs of time, prepositions of place; apply these to build sentences and explore how they differ or are similar to English.

International Understanding

At Northside we contribute to the children's international and cultural education, as they learn that many societies are multilingual, about festivals and customs related to the countries in which French is spoken, watch videos of French people's daily lives and read stories set in the foreign culture.

E-twinning - We are fortunate to have French links with two schools in France, *Ecole Edward Herriot*. The children in Years 5 and 6 send Christmas cards, and letters throughout the school year, which they thoroughly enjoy. They use language they have been learning in class to share information with their 'penpal' in France and vice versa.

French Café - At the end of a topic of work learning all about the euro, food, what they like and don't like to eat, and healthy eating choices, Year 4 experience the Northside French Café. They eat French style food, while conversing in French, asking for their food and using French money to pay for it. This is a highlight in the calendar.

French Day – In the summer term, we have a French Day, which children from Reception to Year 6 come and spend time taking part in a carousel of activities including Boules, singing, story-telling, Paris Museum, French Café and Kim's Games. It provides the children with much enjoyment, being immersed in French language, kinaesthetically and using the four communication skills – listening, speaking, reading and writing. We also have French speaking parents as well as a group of Sixth Form students from St Michaels Grammar School to lead some of the activities.

French in the classroom

Class teachers are encouraged to use French Phrase of the Week with pupils in their class, such as 'Bonjour tout le monde' (Hello everyone), or 'Ca va?' (How are you?), take the register in French, ask what the date is in French or to count in French doing a Maths activity, for example, to encourage reinforcement of the language acquisition. 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 real life contexts.

Differentiation and inclusion

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. Appropriate learning opportunities are offered and support given, where required.

Assessment

We assess children in order to ensure they make good progress in French. Children are assessed informally during lessons; and two or three times a year, children will have an end of topic assessment evaluating their progress against the four skills areas of Listening, Speaking, Reading and Writing. Results are recorded and progress monitored. Most assessment is formative and used to support teaching and learning and inform future planning. Attainment levels will be in end of year reports to parents.

Contribution of MFL to other Curriculum Areas

English – Learning French naturally contributes to the development of our pupil's communication skills. It also develops the grasp of linguistic features such as rhyme, rhythm, stress and intonation, and emphasises the importance of knowing the role of different word types in sentence structure.

PSHE – A great benefit to learning MFL at primary school is a social one. Pupils who find reading and writing difficult, but who have good aural skills, will often find that they excel at speaking a foreign language. This success breeds increased confidence and self-esteem, which in turn gives them a more positive attitude to school generally.

Geography – Children find out about where French is spoken throughout the world and learn about some of these countries.

Music – We teach songs in French, which helps them develop a sense of rhythm and an ear for melody.

Computing – We use Language Angels website to support learning in French, use iPads to create Moroccan food menus and have used Skype to have a video call with our French twin school. Children have access at home to the Language Angels website Games Area where they can practice their French language skills through online interactive games.

MFL Leader

Our MFL leader / French teacher attends MFL network meetings with other Barnet schools on average twice a year to ensure continuous professional development, to share and gain new ideas around teaching, learning and assessment of MFL to take back to the classroom and the school as a whole.

