

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR MODERN FOREIGN LANGUAGES



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Reviewing the Policy

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

Portfield School Mission Statement

Working together

Learning together

Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

RATIONALE

"Learning a modern foreign language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people, and communities. Meeting people from other countries and cultures helps to broaden pupils' horizons by experiencing new and different languages and cultures. Learning the basics of a foreign language helps pupils to extend and develop their language and communication skills and can enhance self-esteem.

In particular, MFL offers people with learning difficulties opportunities to:

- ◆ become more aware of themselves as citizens of the world, as well as in their own immediate environment and society
- ◆ become more aware of language, sounds, smells, tastes, images and artefacts from other countries and cultures by working with materials from these countries
- ◆ become more familiar with the sounds of an MFL and use a range of methods which develop speaking and listening skills rather than relying on the written word
- ◆ meet people from other countries and communicate with them in their own language
- ◆ develop imitation skills and the motivation to produce sounds and an expressive language
- ◆ use ICT for direct electronic contact, e-mail or the internet so they can use a new language to communicate with the schools and people in other countries
- ◆ support their learning in other subjects, *for example, English or geography*
- ◆ develop listening, concentration and social skills through partnership and group work
- ◆ work in a range of contexts and topics adapted to suit individual interest and motivations.'

ROLES AND RESPONSIBILITIES

All members of the teaching staff have a responsibility for the teaching of modern foreign languages and they need to ensure that their knowledge is continually updated. The school has a modern foreign languages coordinator. The role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for modern foreign languages and relevant ICT resources;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits, exhibitions and courses;
- collaborate with colleagues in other schools.

SKILLS ACROSS THE CURRICULUM

At key stage 3, pupils are given opportunities to build on skills they have started to acquire previously. Pupils continue to progress in developing thinking, communication, ICT and number skills.

a - Thinking Skills

Pupils develop skills through a range of activities, build on and use previously learnt language creatively.

b - Communication Skills

Pupils develop skills by listening to new sounds and words, practice speaking the vocabulary learnt

c - ICT Skills

Pupils can develop skills through sending emails and sharing information using language learnt.

d - Number Skills

Pupils develop skills through number rhymes, currency exchange etc.

Literacy Framework (LNF)

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in their study of modern foreign languages to develop and apply the three strands.

Numeracy Framework (LNF)

There are four strands of numeracy - developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in their study of modern foreign languages to develop and apply skills in the four strands.

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology.

EQUAL OPPORTUNITIES

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration when planning lessons, activities and access to the MFL Curriculum. Provision should be made to enable the use of switches, IT, Communication aids etc. and the deployment and support given by staff.

HEALTH AND SAFETY

It is the responsibility of all staff and where possible, pupils, to be aware of health and safety issues in relation to this curriculum area. Positive attitudes should be developed towards the safety of self and others when using equipment. Any issues arising should be brought to the attention of the Headteacher /Health and Safety Officer and a risk assessment carried out in relation to the subject area.

CURRICULUM ORGANISATION AT KEY STAGE 3

- ◆ Teachers deliver MFL course which is suitable for pupils at P8 and above.
- ◆ French is taught at KS3 (years 7, 8 and 9) to all pupils. Programmes of study are modified to ensure all pupils are given appropriately challenging work.
- ◆ Assessment is ongoing and related to planning. Pupils are assessed annually against the P scales and NC levels (see SOLAR Assessment) and a summative statement forms part of the annual review report to parents.
- ◆ The emphasis in the MFL scheme of work at key stage 3 is on cultural experiences, speaking and listening

DIFFERENTIATION

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

Implementing, Monitoring and Evaluating the Policy

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

PORTFIELD SCHOOL
MODERN FOREIGN LANGUAGES POLICY

KEYSTAGE 3 - SCHEME OF WORK MFL			
L. OBJECTIVES	CORE VOCABULARY	SLD OUTCOMES	PMLD OUTCOMES
UNIT 1			
To say hello & goodbye	Bonjour, salut, au revoir, ca va?	To respond to & say appropriate greeting	To experience French greetings songs etc.
To answer register	Present (e), absence (e)	To use correct response	To respond with smile, gesture etc.
To say their name	Je m'appelle	To respond to tu t'appelles?	
To count to 12	Numeros 1-12	To repeat nos in MFL	To hear numbers in use and in songs
To say thank you	Merci	To respond politely in MFL	To hear MFL spoken politely
To follow simple instructions	Ecoutez, regardez, taisez-vous, donnez-mois, levez-vous	To respond approp. To instructions in MFL	To hear instructions in MFL
UNIT 2			
To say days of the week	Lundi, Mardi, Mercredi, Jeudi, Vendredi etc.	Understand and use vocabulary	To hear days song & name of present day
To describe weather using a few simple phrases	Il fait beau/mauvais Il neige	Respond to au jourd'hui c'est?	To hear the days weather described in MFL
UNIT 3			
To name colours	Bleu, rouge, jaune	Respond to c'est quelle couleur?	To hear colour song and have clothes describes in MFL colour
To name fruit	Je mange pomme, annanas	Respond to tu aime..mange?	To taste fruit named in MFL
To repeat the alphabet	A,b,c	Use inflections	To hear the alphabet song
To name family members	Voici... La famille...la mere,La Souer	Respond to qui est ce- que or la soeur qui s'appelle?	To hear family nouns described in MFL

KEYSTAGE 3 - SCHEME OF WORK MFL CONT.

L. OBJECTIVES	CORE VOCABULARY	SLD OUTCOMES	PMLD OUTCOMES
UNIT 4 To name animals	J'ai un chat	Respond to tu as un?	To feel, see pictures of animals described in MFL
UNIT 5 Ask for drinks & snacks	J'aimeje voudrais Café, the, baguette, fromage	Respond to 'que est ce-que tu veux aime?'	To taste drinks & snacks described in MFL
UNIT 6 To name: Clothes body parts transport	Je porte ...un pull, chemise La tete, les bras Le chemin du fer, auto	Respond plus colour.....un pull noir Respond to que est ce-que c'est?	To take part in MFL version of head & shoulders To listen to transport tapes and hear MFL names

Course of Study:	MFL
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Subject Area:	FRENCH
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Where the Unit Fits in

CEG: Self Awareness

CITIZENSHIP International
Current Affairs, EU

DT: Planning, budgeting,
shopping and preparation of
French food for meal

International Current Affairs

Resources

Maps of World, Europe and France

Photos, pictures, ,postcards holiday brochures

French artefacts pictures, posters and flag for display

French food and wine, cheeses etc

French recipes and ingredients for meal eg. Moules Mariniere

Selection of French music- café music, Marseillaise etc.

Whiteboard and internet

Powepoint Presentation – Introduction to France and EU

Selection of differentiated worksheets, pictures and posters to colour

Snaith primary school website (A trip to Paris and Eurotales)
Esspresso Computer Programme

Variety of French Language tapes, CDs etc.

bbc.co.uk/schools

en.wikipedia.org/wik/france

www.discoverfrance.net

sg.travel.yahoo.com

Paintings by famous artists www.in-France.net/principles/art.htm