



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

MFL POLICY

Wayne Murphy, Head Teacher.
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Carol Conway, Deputy Head - Wellbeing
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' Opening Doors To The Future '
' Agor drysau i'r dyfodol '

Original Completion Date

September 2015

Author

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MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

.....

Head teacher

Signed: Date:

.....

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

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.'

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.

Thinking Skills

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

Communication Skills

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

ICT Skills

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

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

CURRICULUM ORGANISATION AT KEY STAGE 3

- French is taught at KS3 to those pupils who are not disapplied and 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, NC levels, Bsquared 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

KEYSTAGE 3 - SCHEME OF WORK MFL			
L. Objective	Core Vocabulary	SLD Outcomes	PMLD Outcomes
UNIT 1 To say hello & goodbye To answer register To say their name To count to 12 To say thank you To follow simple instructions	Bonjour, salut, au revoir, ca va? Present (e), absence (e) Je m'appelle Numeros 1-12 Merci Ecoutez, regardez, taisez-vous, donnez-moi, levez-vous	To respond to & say appropriate greeting To use correct response To respond to tu t'appelles? To repeat nos in MFL To respond politely in MFL To respond approp. To instructions in MFL	To experience French greetings songs etc. To respond with smile, gesture etc. To hear numbers in use and in songs To hear MFL spoken Politely To hear instructions in MFL
UNIT 2 To say days of the Week To describe weather using a few simple phrases	Lundi, Mardi, Mercredi, Jeudi, Vendredi etc. Il fait beau/mauvais Il neige	Understand and use Vocabulary Respond to au jourdhui c'est?	To hear days song & name of present day To hear the days weather described in MFL

<p>UNIT 3</p> <p>To name colours</p> <p>To name fruit</p> <p>To repeat the Alphabet</p> <p>To name family members</p>	<p>Bleu, rouge, jaune</p> <p>Je mange pomme, annanas</p> <p>A,b,c</p> <p>Voici.... La famille....la mere,La Souer</p>	<p>Respond to c'est quelle couleur?</p> <p>Respond to tu aime..mange?</p> <p>Use inflections</p> <p>Respond to qui est ceque or la soeur qui s'appelle?</p>	<p>To hear colour song and have clothes describes in MFL colour</p> <p>To taste fruit named in MFL</p> <p>To hear the alphabet Song</p> <p>To hear family nouns described in MFL</p>
<p>UNIT 4</p> <p>To name animals</p>	<p>J'ai un chat</p>	<p>Respond to tu as un?</p>	<p>To feel, see pictures of animals described in MFL</p>
<p>UNIT 5</p> <p>Ask for drinks & snacks</p>	<p>J'aimeje voudrais</p> <p>Café, the, baguette, fromage</p>	<p>Respond to 'que est ceque</p> <p>tu veux aime?'</p>	<p>To taste drinks & snacks described in MFL</p>
<p>UNIT 6</p> <p>To name: Clothes body parts transport</p>	<p>Je porte ...un pull, Chemise</p> <p>La tete, les bras</p> <p>Le chemin du fer, auto</p>	<p>Respond plus colour.....un pull noir</p> <p>Respond to que est ceque c'est?</p>	<p>To take part in MFL version of head & shoulders</p> <p>To listen to transport tapes and hear MFL names</p>

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.