

Ysgol Greenfield School



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL POLICY

MFL



‘ Opening Doors To The Future ’

‘ AgorDrysau’rDyfodol’

Date: February 2024

Updated by: Justyna Krawucka

Our Vision

‘To open the doors to the future’

Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other’s successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





Aims

- To develop pupils’ communication skills
- To use technology to impact positively upon quality of life
- To develop pupils’ independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

We Value

- Communication
- Kindness
- Creativity
- Respect
- Effort
- Well-being

Our vision and values have been developed using the [UN Convention on the Rights of the Child \(UNCRC\)](#) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the ‘Four Purposes of Learning’ which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

Ambitious Capable Learners 	Healthy Confident Individuals 	Enterprising Creative Contributors 	Ethical Informed Citizens 
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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.

4P reference

Thinking Skills

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

Social skills

Pupils to extend their social skills meeting new friends

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. Pupils to carry on with their international friendships via Messenger or What's App.

Number Skills

Pupils develop skills through number rhymes, currency exchange , *airport timetables, bus timetables,*

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

- School to use the Languagenut app to promote and enable the use of foreign languages
- French to be the leading language for.....
- Teacher will have access to other languages via the app.

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

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 ceque 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 ceque c'est?	To take part in MFL version of head & shoulders To listen to transport tapes and hear MFL names

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.