



Modern Foreign Language Policy

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Governor Signature	
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Loxdale Primary School Policy for Modern Foreign Languages (MFL)

1. Introduction

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Languages curriculum at Loxdale Primary School. This document describes the aims and principles for the teaching of MFL. It has been written by the MFL coordinator and reviewed by the Head and Governors.

2. The Nature of Modern Foreign Languages

At Loxdale Primary School, the nature of our Modern Foreign Language curriculum aims to develop the confidence and linguistic competence of each child in French, thus providing a good foundation for learning other languages in the future. Our goal is for each child to be passionate, curious and confident about their foreign language abilities, and see it as a life-long skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

3. The National Curriculum

For every pupil in Key Stage 2, learning a language is a statutory foundation subject. The attainment targets relate to listening and speaking skills; reading and writing skills; knowledge about grammar:

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when you they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing



- Write words from memory and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied
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4. The Aims of Modern Foreign Languages Teaching

1. Develop an enthusiastic and positive attitude to other languages and language learning;
2. Develop language skills and language learning skills;
3. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
4. Become increasingly familiar with the sounds and written form of a modern foreign language;
5. Enjoy some degree of success in learning a new language;
6. Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
7. Understand and respond to spoken and written language from a variety of authentic sources;
8. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
9. Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
10. Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
11. Form a sound basis for further language learning at Key Stage 3 and beyond.

5. The Objectives of Modern Foreign Languages Teaching

- 1 Learn in a non-threatening environment which builds upon positive achievements;
- 2 Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- 3 Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- 4 Apply their learning by reproducing sounds themselves and creating phrases and sentences;
- 5 Develop systematic phonetical knowledge about the language;
- 6 Begin to recognise and read words that they have already encountered in the development of their oracy skills;
- 7 Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;



- 8 Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
- 9 Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
- 10 Use their knowledge about the way language works and apply their knowledge when learning a new language;
- 11 Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

6. Organisation and time spent on teaching:

French is taught in Key Stage 2, in class, by their class teacher.

KS2 classes receive one 30 minute session per week, following the Language Angels™ scheme. An equal amount of time is spent on developing the four areas of Modern Foreign Language; speaking; listening; reading; writing, with consistent grammatical knowledge threaded throughout each lesson. The progression document ensures that knowledge is built up on appropriately, and the formative and summative assessment that takes places enables class teachers to adapt teaching to the needs of each child.



	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics lesson 1 (X)	Phonetics Lesson 2 (X)	Phonetics Lesson 3 (X)	Phonetics Lesson 4 (X)
	I'm Learning French (E)	Presenting myself (I)	Do you have a pet? (I)	At school (P)
Half Term 2	Animals (E)	My Family (I)	The Date (I)	Healthy Lifestyle (P)
Spring Term				
Half Term 1	Instruments (E)	Goldilocks (I)	My Home (I)	At the Weekend (P)
Half Term 2	I am Able... (E)	In the Classroom (I)	Clothes (I)	World War II (P)
Summer Term				
Half Term 1	Ice-Creams (E)	At the Tea Room (I)	Olympics (I)	Vikings (P)
Half Term 2	Vegetables (E)	What is the Weather (I)	Habitats (I)	Me in the World (P)

KEY:

E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching

7a. Cross-Curricular Aspects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy curriculum. There are also opportunities to link to the PSHE and citizenship, geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of Modern Foreign Language and mathematics, science, music, art and PE. 'Language Days' are to be organised on an annual basis with a whole school approach. Children are immersed in the linguistic and cultural activities for one day with appropriate links to their learning in other subjects.



7b. Information Communication Technology

ICT is used to enhance the delivery of language through interactive presentations and activities. Through the use of the Language Angels™ scheme, children have access to online, appropriate learning from home, with their individual login. Class teachers are able to set tasks for the children using this platform.

8. Teaching Methods

- 1 Sharing the objectives and the success criteria with the class and ensuring the pupils understand what they are learning;
- 2 Following a clear, and familiar structure for lessons across Key Stage 2, where children are firstly introduced to the aim of the lesson; the theme of learning; the outcome expected; and grammatical structures that will be integrated into the lesson. The lesson will then follow the structure listening, speaking, reading and lastly, writing, with appropriate activities throughout the lesson to ensure learning is interactive and becomes embedded;
- 3 Presenting a language model for oral and literacy skills;
- 4 Practising and producing language individually, in pairs and in groups;
- 5 Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT;
- 6 Relating aspects of the new language to children's existing knowledge in order to build a schema and for children to make their own learning links;
- 7 Exploration of the differences and similarities between the new language and any language they already know;
- 8 Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language;
- 9 Explicit teaching of the phonics of French following the progression document and regular over-teaching.

MFL is taught by class teachers, who follow the Language Angels™ scheme. This scheme provides fully planned and resourced units of work, which are designed to meet the attainment targets of the KS2 Languages Programme of Study and made adaptive to the needs of each child.

9. Assessment, moderation, recording and reporting

The class teachers assess each child's progress with reference to the attainment targets of the Programme of Study for Languages, using subject and year group specific targets which are marked off half-termly, and evidenced in both hard-copy files, digital files to record and monitor oral progression and class observations of speaking and listening. At the end of each unit of study, a summative assessment will take place which will ensure the accuracy of teacher assessment. By the end of each year, the stages which have been achieved for each attainment target will have been recorded and evidenced in these files and follow the children up to the next year group. Parents receive an annual written report about their child's progress in French.



10. Resources

General resources, such as: games, books, CDs and DVDs of music for French are kept in the Myatt Suite. Lesson specific resources are all found on the Language Angels™ scheme which includes; interactive power point presentations with sound files to support learning; adaptive worksheets; games (interactive and paper-based); songs.

11. Parental Involvement

Parents are encouraged to assist the school in promoting a positive attitude towards the learning of a foreign language. Some families already speak a second language at home which provides children with skills that they can apply to learning another language. Parents are encouraged to celebrate French Day with their children by dressing them in French flag colours and/or traditional French style clothing. Certificates of achievement are sent home to celebrate children's successes with their parents/guardians.

12. Special Educational Needs and Classroom Support

Modern Foreign Language is taught accessibly to all children at Loxdale Primary School and class teachers teach adaptively to the needs of each child. A Modern Foreign Language forms part of the school's commitment to providing a broad and balanced education to all children. Through our implementation of Modern Foreign Language, we provide opportunities that enable all children to make progress.

13. Equal Opportunities

In keeping with the school policy on Equal Opportunities, the teacher will be aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

14. Health and Safety

Health and safety arrangements are in line with the school policy.

15. The Role of the Coordinator

The main task of the coordinator, in consultation, is to support class teachers and continue to improve the quality and continuity of Modern Foreign Language teaching in the school maintaining clear and high expectations for the quality of learning.

The coordinator is responsible for:

- 1 Supporting and working with colleagues, and keeping them informed about current developments in Modern Foreign Language;
- 2 Write a subject development plan, informed by the whole school development plan;



- 3 Providing a clear and Modern Foreign Language policy, long-term plan, progression document and curriculum statement with appropriate information made accessible to the wider community;
- 4 Attending specialist courses and ensuring that content is disseminated to staff appropriately;
- 5 Keeping up-to-date, through reading and attending relevant courses, and by developing links with the external agencies.