



MFL Subject Leader: Mrs L Riggs
MFL Lead Governor: Mrs G Breen
Date policy written: March 2022
Date approved by the full Governing body:
Date to be reviewed:

Modern Foreign Languages Policy

‘Love Challenge Inspire’

‘Let your light shine’ Matthew 5:16

At St Peter’s we believe that all our children can shine as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God’s love, to challenge each other and ourselves and be inspired to love God and learning as disciples of Jesus Christ.



Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. It enriches the curriculum, providing excitement, enjoyment and challenge, helping to create curious, enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall learning experience of our children. The skills, knowledge and understanding gained make a major contribution to the development of children’s literacy skills and to their understanding of their own culture and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children’s ideas in this critical area as well as giving them a new perspective on their own language.



Aims

Our aims are to:

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all
- Stimulate pupils’ curiosity and deepen their understanding of the world, other languages and other cultures
- Develop pupils’ confidence in speaking another language, finding ways of communicating what they want to say

- Develop pupils' ability to understand and respond to spoken and written language from a variety of sources
- Develop pupils' ability to write in the target language at varying length and for a range of purposes



Objectives

Children will learn to:

- Listen attentively to spoken language and show understanding by joining in and responding
- 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; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, simple phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places and things orally and in writing
- Understand basic grammar appropriate to the language being studied



Aspects of Teaching and Learning

There are three main contexts in which language teaching and learning take place:

- Weekly Language Lesson:

Children in Key Stage 2 are taught specific language skills, concepts and vocabulary, as well as aspects of intercultural understanding, in a weekly lesson, taught by the class teacher. In Lower KS2 much of the focus is on speaking and listening, providing children with opportunities to communicate for practical purposes through whole class, pair and group work activities, including songs and games. In Upper Key Stage 2 we continue to build upon speaking and listening skills, in order to increase fluency and accuracy, alongside a greater emphasis on developing reading and writing skills.

- Languages across the curriculum:

Our aim is to embed languages across the curriculum by making cross-curricular links with other subjects. As French is our chosen language in KS2, instructions for a PE warm up could be given in the target language, the work of a French artist may be studied in art, a French-speaking country may be researched in geography. Similarly, we may incorporate other subjects into our French lessons: counting and calculating (maths), studying a map of France and locating towns (geography), learning traditional French songs and games (music/PE).

- Incidental Language Opportunities

We aim to show children that language skills can be practised at many times of the day - not just within a language lesson. It can be part of our daily routine: the register can be taken in the target language, the date can be written in French and English, morning greetings and basic instructions can be carried out in the target language. Taking these opportunities provides children with the chance to communicate in real-life contexts and for a real purpose.



Global Learning

Global learning, closely linked to modern foreign languages, adds another dimension to our curriculum and we seek to constantly develop and evolve this. Planning cross-curricular topics, events or focus days (such as International Day) that involve the study of another country, or an area within that country, either in the past or present day, enhances children's intercultural understanding. Establishing links with schools in other countries is an aspect of global learning that we are currently developing.



Planning and Progression

Long term and medium term planning ensures continuity and progression in both skills and content across all KS2 classes, with a two year rolling programme. Planning has been adapted over a period of time to meet the needs of our children and continues to be adapted to incorporate the three pillars of progression: phonics, vocabulary and grammar. Planning is regularly reviewed by the MFL coordinator. Due to the nature of language learning, we ensure that language skills learned in Lower Key Stage 2 are constantly reinforced and built upon as children move into Upper Key Stage 2. Teachers have the opportunity to collaborate over planning, sharing ideas for activities and resources and are supported in this by the MFL coordinator.



Resources

We have a variety of resources in school, including fiction books in the target language, resource books and CDs, games and flashcards. We use 'you tube' to support the teaching of vocabulary, as well as language-specific websites such as 'lightbulblanguages' 'BBC Virtually There' and 'teachit' that have an excellent selection of primary language resources. 'Euroclubschools' has a good selection of resources for intercultural understanding. Teaching and learning resources are stored on the one drive for all staff to access. Language apps are available on the ipads.



Marking, Monitoring Progress and Assessing Attainment

All written work is marked in accordance with the school marking policy.

Monitoring is carried out by the MFL co-ordinator as follows:

- Looking at samples of work
- Looking at MFL planning
- Observation of MFL displays
- In class support and team teaching
- Pupil interviews
- Staff questionnaires
- Informal discussions with staff

Assessment is formative and is used to track progress against age related expectations, support teaching and learning and inform future planning. Assessment is based on observation of children working on a variety of oral activities in addition to listening, reading and writing skills. Assessment is made against the MFL Skills progression document for KS2. At the end of each academic year, pupil attainment levels for MFL are entered by class teachers on the Lancashire Tracker and collated and analysed by the MFL co-ordinator. Class teachers report to parents about children's attainment, progress and effort in MFL on the end of year school report. Through observation and assessment, children who are more able and talented in MFL can be identified and appropriate provision put in place in order to nurture their talent.



Inclusion

MFL teaching is fully inclusive. No child is excluded by reason of special educational needs or because they have English as an additional language. Experience has shown that such children can derive particular benefit from taking part in MFL activities in which they may be less disadvantaged than in other areas of the curriculum. 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. Children are supported by teachers, teaching assistants and their peers during lessons.



Inset

The MFL co-ordinator will attend Local Authority subject leader meetings and INSET to support their work in school and to keep up to date with the requirements of the MFL curriculum. Relevant updates will be passed onto staff during staff meetings or INSET days. The MFL coordinator is available to provide practical support and advice for all staff teaching MFL.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

March 2022

Date approved by governor's _____