



## MICKLEOVER PRIMARY SCHOOL

**Name of Policy:** Modern Foreign Languages

**Date of Policy:** May 2023

**Member of Staff responsible:** H. Watson

**Review date:** May 2026

**Signature:** \_\_\_\_\_

**Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



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## Modern Foreign Languages Policy

### INTENT

Our aim at Mickleover Primary School is to foster children's curiosity and help deepen their understanding of the world through learning a language.

The national curriculum for languages aims to ensure that, by the end of Key Stage 2, all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Learning objectives are based on the progressive strands of teaching and learning as set out in the Languages Key Stage 2 Programme of Study (2013).

The children are taught how 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, 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, things and actions orally\* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### IMPLEMENTATION

Planning in Key Stage 2 is based on the objectives and learning outlined in the Languages Key Stage 2 Programme of Study (2014), with the aim that this will allow the children to progress in their learning and reach the aims and objectives outlined above.



These objectives are delivered using a range of resources. The scheme, that is currently being used, is one created by **Twinkl**. This scheme provides teachers with a structure and a recommended set of resources through which these expectations might be met. PowerPoints are used in each lesson to help to bring native-speaker voices into the classroom, and to make the learning enjoyable.

Through the progression of lessons, listening, speaking, reading and writing skills are developed, as well as dictionary skills, spelling skills, language-learning strategies, knowledge about language, and intercultural understanding. Our lessons help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are taught, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities

The scheme of work is currently under review and, in September 2023, an updated scheme, based on the Twinkl framework will be introduced by teachers in KS2, to ensure learning is retained and learning is built upon each year.

The teaching is based on the Languages Key Stage 2 Programme of Study (2014). Much language learning can be revisited informally and incidentally through using the language for real purposes e.g. taking the register, classroom commands, giving routine instructions, learning and singing songs, celebrating achievements and birthdays. This strategy is employed across Key Stage 2. Learning a foreign language requires direct teaching in actual lessons so, in Key Stage 2, there is a timetabled half hour lesson per week, which forms a part of the school's policy to provide an enriched curriculum.

Teachers use a variety of techniques to encourage the children to have an active engagement with the Modern Foreign Language. Listening, responding and speaking skills are emphasised in Lower KS2 as well as simple reading and writing skills which are then developed further in Upper KS2. A variety of approaches to teaching is used, e.g. a physical element is introduced into some of the games, actions and rhymes and songs, as these serve to reinforce memory. Teachers strive to make lessons enjoyable and engaging so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Both in lessons and in informal use of the foreign language the emphasis is on having fun.

### **IMPACT**

Assessment is an integral part of effective teaching and learning. Teachers assess children's work in MFL by making informal judgments as they observe pupils. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and traffic light assessments, KWL grids and through the feedback and monitoring of recorded and written work (in line with the school's marking policy) aimed at targeting next steps in learning.

Assessment grids will be used to track the progress of children throughout Key Stage 2. This information may be given to the secondary school so that there is effective communication in order to further their learning and build upon skills in Key Stage 3.



### **EQUAL OPPORTUNITIES**

Mickleover Primary School is committed to providing a teaching environment, which values, respects and challenges all children regardless of ability, race, gender, religion, social background, culture or disability.

### **SPECIAL EDUCATIONAL NEEDS**

Any children who are identified as having Special Educational Needs are given the help that they require to access the MFL curriculum. Where children have a degree of physical, sensory or behavioural difficulties within the lesson, they should be encouraged to participate in MFL activities with help from others. Children with Special Educational Needs will have challenge provided at an appropriate level through curriculum adaptation and scaffolding.

### **WORKING AT GREATER DEPTH**

Children working at greater depth in French should show flair and curiosity for language and its culture. They eagerly engage in learning new vocabulary, building on their current knowledge and seek to learn new phrases, which they can apply within their spoken and written work. They will play with language and develop a greater understanding of grammatical rules and the start to link matching sound words from previous topics.

### **INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)**

ICT is used in a variety of ways to support teaching and learning. Each teacher has access to the Internet for use of interactive activities on the Interactive Whiteboard (IWB), as well as in the ICT suite.

### **RESOURCES**

The school is continuing to develop a range of resources for use in MFL teaching, which are developed and added to in line with developments within the curriculum area.

### **ROLE OF THE CURRICULUM LEADER**

The curriculum leader for Modern Foreign Languages works with the whole school staff to develop a cohesive MFL experience throughout the school.

The curriculum leader will also:

- Support colleagues in their development and understanding of detailed work plans and implementation of the scheme of work and in assessment and record keeping.
- Take responsibility for the purchase, maintenance and organisation of resources for MFL, taking into account cost effectiveness.
- Keep up to date with developments in MFL provision and teaching
- Attend curriculum leader meetings and courses provided by the Local Authority, cluster groups or other colleagues where available.
- Monitor and review the planning and delivery of French throughout the school.
- Advise the Head Teacher of action required (e.g. resources, standards etc).
- Encourage and assist in delivering training.

Modern Foreign Language is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. However, some of these skills and knowledge can be applied across the curriculum to support work in other subjects, particularly in Literacy.