



St Mary's CE Primary School  
N8 7QN

# Modern Foreign Language Policy

Jesus said, "Love one another as I have loved you." (John 15:12)

## Our Vision

As we love, we flourish  
As we flourish, we aspire  
As we aspire, we achieve  
Together, we are a family.

Friendship, Compassion, Hope, Wisdom,  
Community, Endurance.

## **St Mary's CE Primary School** **POLICY FOR MFL**

### **Introduction**

Through our daily school life at St Mary's Church of England Primary School we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically so allowing them to achieve and flourish and fulfil 'Life in all its Fullness.' (John 10:10). We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope to aspire to be the best they can possibly be.

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Languages curriculum at St Mary's CE Primary School. This document describes the aims and principles for the teaching of MFL. It has been written by the MFL Subject Lead, who is the specialist French teacher, and reviewed by the Headteacher, SLT and Governors.

### **The Nature of Modern Foreign Languages**

Modern Foreign Languages is the development of children's linguistic competence. It should be seen as a lifelong skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding and respect.

### **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

## **The Aims of Modern Foreign Languages Teaching**

### **Reception and Key Stage 1**

- Develop an enthusiastic and positive attitude to other languages and language learning; · Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Enjoy some degree of success in learning a new language, however small, and to build confidence and endurance;
- Increase cultural understanding and compassion by learning about different countries and their people
- Form a sound basis for further language learning at Key Stage 2 and beyond.

### **Key Stage 2**

- Develop an enthusiastic, positive and respectful attitude to other languages and language learning; · Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Become increasingly familiar with the sounds and written form of a modern foreign language; · Enjoy some degree of success and develop endurance in learning a new language; · 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; · Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
- Form a sound basis for further language learning at Key Stage 3 and beyond.

## **The Objectives of Modern Foreign Languages**

### **Key Stage 1 (Year 2)**

- Learn in a non-threatening environment which builds upon positive achievements; · Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- Apply their learning by reproducing sounds themselves and creating phrases and sentences; · Develop basic phonic knowledge about the language;
- Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of and respect for the similarities and differences between peoples and appreciate the diversity of languages spoken within the school.

### **Key Stage 2**

- Learn in a non-threatening environment which builds upon positive achievements; · Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;

- Apply their learning by reproducing sounds themselves and creating phrases and sentences; · Develop phonic knowledge about the language;
- Begin to recognise and read words that they have already encountered in the development of their oracy skills;
- Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
- Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
- Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of and respect for the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
- Use their knowledge about the way language works and apply their knowledge when learning a new language;
  - Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

## **Timetabling**

### **French in Key Stage 1 and Key Stage 2**

- A specialist MFL teacher teaches French to children in Key Stage 1 (Year 2) and Key Stage 2 in weekly class sessions, covering PPA/leadership/NQT time, in rotation with specialist teachers for Music and PE. The length of sessions ranges from 45 to 60 minutes.
- All classes are supported by their assigned Teaching Assistant.

### **Planning and Cross-Curricular links:**

- 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 can link closely with learning in Literacy.
- Where possible, planning takes into account, and builds on, areas within the Cornerstones curriculum in order to embed concepts.
- Starting in September 2021, KS2 lesson plans closely follow the Language Angels French scheme, designed to meet the attainment targets of the KS2 Languages Programme of Study. · Much of Y5 learning is done in the context of communicating with pen friends in St Mary's partner school in Paris, La Villette.

### **The Intercultural Dimension**

- Learning a language provides the ideal opportunity for children to develop respect, compassion and wisdom, giving an application of other cultures. It is important that they are enabled to hope to be the best they can be whilst broadening their horizons.
- For more than twelve years, St Mary's has had a firm partnership with La Villette school in Paris. Communication is regular and links are strong. Each year, Y5 pupils correspond with penfriends at La Villette and during the summer term, visit them on a day trip to Paris. The day trip also provides an opportunity for sightseeing. An assembly following the trip showcases their experiences and is well attended by parents.
- Every effort is made to raise awareness of the role of French as a world language. Children learn that French is spoken widely in West African countries, for example.
- Each year, all children participate in a French café, raising cultural awareness and practising linguistic skills. Two events are held, one for Y2 and one for Years 3-6. Year 6 children are given the opportunity to serve the other children.

## Teaching Methods

- Sharing the objectives with the class and ensuring the pupils know what they are learning;
- Adopting a communicative and interactive approach with an emphasis on a kinaesthetic learning style.
- Presenting a language model for oracy and literacy skills.
- Practising and producing language individually, in pairs and in groups.
- Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT.
- Relating aspects of the new language to children's existing knowledge
- Exploration of the differences and similarities between the new language and any language they already know

## Achievement and Assessment

### Key Stage 1 (Year 2)

The children work towards achieving specific outcomes by the end of the year. The children are monitored throughout the year by the language specialist and TA.

#### Reception

- Recognise that French is another language
- Listen attentively and show understanding through physical response
- Respond to songs by joining in with words and by performing actions
- Repeat simple words
- Repeat simple phrases
- Join in with the words of a song or rhyme
- Understand and name individual actions, things and people
- Respond to a simple familiar questions
- Take part in short familiar exchanges

Throughout Year 2, children learn to appreciate and join in with stories, songs and rhymes in French.

### Key Stage 2

- Children's progress is assessed with reference to the attainment targets of the Programme of Study for Languages. By the end of each year, the stages which have been achieved for each attainment target will have been recorded on a monitoring sheet. (from Sue Cave Languages).
- Assessment is based on class observations of listening and speaking activities; written evidence in books and teacher feedback.
- In addition, pupils in Years 4 to 6 are assessed twice a year (Autumn and Summer Terms) by doing the online assessment game, 'The Language Magician', an Erasmus funded project.
- Parents receive an annual written report about their child's progress in French.