

# Roseberry Primary and Nursery School

## Modern Foreign Languages (MFL) Policy



**Headteacher:** Mrs E. Dunn  
**Chair of Governors:** Mr J. Anderson

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## **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 Roseberry Primary School. This document describes the aims and principles for the teaching of MFL. It has been written by the MFL coordinator and specialist MFL French and Spanish teachers and reviewed by the Head and all of the teaching staff and Governors.

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

Modern Foreign Languages is the development of children's linguistic competence. It should be seen 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

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

### **Key Stage 2**

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. Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;
8. Form a sound basis for further language learning at Key Stage 3 and beyond.

## **5. The Objectives of Modern Foreign Languages Teaching**

### **Key Stage 2**

- 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 phonic 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 in Key Stage 2**

French is taught in Key Stage 2 in class groups, by a specialist French teacher. Years 3 and 4 and years 5 and 6 are taught on a fortnightly rota. Monitoring and discussion takes place between the classteacher and MFL specialist teacher.

Classes in Years 3 and 4/5 AND 6 receive one hour long session fortnightly, with a follow-up activity during the alternate week.

Each year group has their own language ambassador. This role of responsibility is decided through a democratic processes each term. The ambassador's role is to work with the specialist French teacher and the class teacher to promote French language skills during the interim period between lesson delivery. They are also a vehicle for pupil voice and can relay our children's thoughts and feelings about French teaching and learning in their class.

All class teachers observe the fortnightly lessons when delivered by the specialist French teacher.

## **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.

## **7b. Information Communication Technology**

ICT is used to enhance the delivery of language through interactive presentations and activities. Year 5 and 6 have links to our French partner school via emails, digital recordings etc.

## **8. Teaching Methods**

- 1 Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning;
- 2 Adopting a communicative and interactive approach with an emphasis on a kinesthetic learning style.
- 3 Presenting a language model for oracy 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
- 7 Exploration of the differences and similarities between the new language and any language they already know

### **French**

- 1 Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language;
- 2 Explicit teaching of the phonics of French using a kinaesthetic method of linking sound, action and spelling known as 'Physical French Phonics'

## **9. Teaching Plans**

### **French in Key Stage 2-**

French lesson plans are based around **The Primary French project**. The delivery is monitored by the specialist French teacher and are designed to meet the attainment targets of the KS2 Languages Programme of Study. Units of work are planned on a half-termly basis.

## **10. Assessment, moderation, recording and reporting**

### **French in Key Stage 2**

The class teachers and specialist teachers of French assess each child's progress 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. Assessment is based on class observations of listening and speaking activities; written evidence in the workbooks and self-assessment by the child after each unit of work in which they evaluate their performance and receive written feedback from their French teacher. This is recorded and stored on the school network. Parents receive an annual written report about their child's progress in French.

## **11. Resources**

### **French in Key Stage 2**

Smartboard support resources with sound files for French have been created by the specialist French teacher to support the delivery of The Primary French project scheme of work and these are available on the school server. Each child is provided with a workbook to practise literacy skills. Display material is provided to support learning of pronunciation and grammar. A class book is available in each class and fortnightly teaching is recorded in these books for later consolidation.

## **12. 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. Home learning tasks are set fortnightly. Parents are encouraged to support their children's learning with these tasks.

### **French assemblies**

Parents are invited to attend a French assembly at the end of Year 3, 4 and 5 where the children showcase some of what they have learnt.

## **13. Special Needs and Classroom Support**

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt.

## **14. 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.

## **15. Health and Safety**

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

## **16. The Role of the Coordinator**

The main task of the coordinator, in consultation, is to support class teachers and so improve the quality and continuity of Modern Foreign Language teaching in the school. The coordinator is responsible for:

- 1 Supporting and working with colleagues, and keeping them informed;
- 2 Discussing progress in MFL and any issues as they arise;
- 3 Discussing teaching and learning with the French specialist
- 4 Providing advice about the MFL policy;
- 5 Co-ordinating the use of classroom resources;
- 6 Keeping up-to-date, through reading and attending relevant courses, and by developing links with the external agencies.

