



## **Over St. John's CE Primary**

**'Let your light shine before others.' Matthew 5:16**

### **Modern Foreign Languages (MFL) Policy**

#### **Intent**

In our school, we believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures and that a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and have exposure to literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to one day study and work in other countries.

Our intent in the teaching of a modern foreign language at Over St. John's is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- 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;
- 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.

#### **The Curriculum**

French is the modern foreign language that we teach in our school. The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages and the National Curriculum Statutory Guidelines for MFL.

By the end of KS2, we intend to teach the children, dependent on age and ability, to know and understand 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 through the study of the French phonics system 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 and masculine 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 or are similar to English.

## **Implementation**

### **Organisation**

We teach French from Year 3 to Year 6. Each of these classes receives a lesson each week of a minimum of 45 minutes duration. The curriculum is organised on a rolling programme to fit our mixed year group classes. French is normally taught by a specialist teacher, as we believe that this provides an excellent model of the spoken language.

### **Teaching and Learning**

We recognise that language learning in its broadest sense has three core strands:

- learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting);
- learning about language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling, phonics and structure of the language);
- learning about and comparing different cultures (inter-cultural understanding).

We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

We base the teaching on the guidance material in the Key Stage 2 Framework for Languages and the National Curriculum Statutory Guidelines for MFL at Key Stage 2 as well as materials from Cave Languages. We have adapted these resources to the context of our school and the abilities of our children. We implement a tailor-made curriculum designed by the subject leader which provides clear progression across KS2.

We use a variety of techniques to encourage the children to engage actively in learning a modern foreign language: these include games, role-play, rhymes and songs (particularly action songs). We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

The teaching in our school provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonics, grammatical structures and vocabulary.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation by:

- using adult and peer support
- setting common tasks which are open-ended and can have a variety of responses; as well as differentiated tasks.
- providing resources of different complexities, matched to the ability of the child.

We assess the children's progress informally during the lessons, in order to inform next steps in learning and we use the school's tracking system to formally assess the children in the following areas:

- Listening and responding;
- Speaking;

- Reading and responding;
- Writing.

## **The contribution of MFL to teaching in other curriculum areas**

### **English**

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French *tu/vous* distinction), and emphasises the importance of knowing the role of different word classes in sentence structure.

### **Mathematics**

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

### **Personal, social and health education and citizenship**

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good oral skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

### **Spiritual, moral, social and cultural education**

By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

### **Geography**

We ask the children to do research on the different countries in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons, children will learn about the climate of the countries in which the language is spoken as well as naming countries that speak the target language.

### **Music**

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question, for example, Saint-Saëns's "Carnival of the Animals" in the case of France.

### **History**

We teach children about significant historical figures and events in the history of the countries whose language we are studying.

### **Science**

Children reinforce their knowledge of parts of the body through related games, such as a French version of "Simon Says", or "Head, Shoulders, Knees and Toes", or through related songs, such as the French-Canadian "Alouette."

### **PE**

We teach children dances from the countries in which the foreign language is spoken, for example, "Sur le Pont d'Avignon" in the case of France. Many of the games we use to teach children modern foreign languages are very active games that require fast reactions, for example, French versions of "Simon Says".

## **Computing**

Children are encouraged to use computing to enhance their learning of French. This includes laptops for research and presentation of work. We also enable the children to use digital and video cameras, in order to record performances of songs, role-plays etc.

## **Resources**

We use a wide range of resources all adapted to the units taught. We have a modest collection of bilingual books. We also use artefacts, internet, games, interactive activities, CDs, DVDs etc.

## **Impact**

### **Assessment**

We assess the children in order to ensure that they make good progress in this subject each year and that by the end of key stage 2, pupils know, apply and understand the matters, skills and processes specified in the Programme of Study. We assess the children informally during the lessons and children are also assessed formally in Speaking, Listening, Reading and Writing once a year on the school's tracking system. The school uses the four national attainment targets to evaluate the progress of each child. Older children are encouraged to make judgements about how they can improve their own and each other's work. The children assess their learning at the end of a topic using a similar traffic light system to show their learning of the various skills taught.

## **Modern Foreign Languages and Inclusion**

At our school, we teach a modern foreign language to all children from Year 3 to Year 6, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. (Please refer to the SEN policy for further guidance).

## **Equality and Diversity**

In our school, Modern Foreign Languages teaching is viewed as a way to broaden the children's minds and open them up to new cultures and ways of life. The children are taught about all the places in the world where French is spoken, opening up discussions about the world in general. We also teach the children about different French speaking personalities such as Charles Aznavour, Céline Dion, Johnny Hallyday, Emmanuel Moire and Kylian Mbappé.

## **Monitoring and Review**

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The coordination and planning of the MFL curriculum are the responsibility of the subject leader. The quality of teaching and learning in modern foreign languages is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

The headteacher reports to the governing body on the progress of children in French, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our French teaching.

This policy will be reviewed every two years or sooner if necessary.

**Signed:** Sophie Riley

**Modern Foreign Languages coordinator**

**Signed:** E Snowdon

**Headteacher**

**Date:** November 2024

**Review Date:** November 2026