



POLICY FOR MODERN FOREIGN LANGUAGES

Pickhurst Academy

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Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It will form the basis for the development of MFL in the school over the next year. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum 2014, which gives details of what pupils in each age group, will cover. This policy was updated in the Autumn Term 2023 by the MFL Coordinator.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

The significance of Modern Foreign Languages

MFL prepares pupils to participate in the rapidly changing world in which we work and in other activities which are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able to access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.



At Pickhurst we believe that learning a language provides an opening to other cultures and deepens pupils' understanding of the world, as well as contributing to the development of their general linguistic competence through the learning of another language. We recognise its importance as a life-long skill. Every pupil in Key Stage 2 has an entitlement to language learning.

Aims

- To develop language strategies, knowledge and skills which prepare them for future language learning.
- To develop an enthusiastic and positive attitude to other languages and language learning.
- To raise pupils' awareness of their own language and enable them to make comparisons with the foreign language, thereby enriching their understanding of both.
- To increase cultural understanding by learning about different countries and their people and customs.
- To develop tolerance and understanding of speakers of other languages and cultures.
- To make outstanding progress in the learning of French.
- To develop their listening skills to enable pupils to understand and respond to spoken language.
- Help children to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation.



- To increase children's confidence in writing at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- To enable all children to discover and develop an appreciation of a range of writing in the language studied.
- To form a sound basis for further language learning at Key Stage 3 and beyond.

Delivery

All pupils have an opportunity to learn French. A weekly lesson of 45 minutes for Years 3, 4, 5 and 6 is timetabled. Lessons are delivered by the Class Teacher.

Scheme of Work

We have created a personalised scheme of work, based on the National Curriculum expectations for England, which includes access and links to Rigolo 1 and 2 Scheme of Work. The scheme and accompanying lesson plans are designed to meet all the targets of the KS2 programme of study. These have been broken down to provide specific targets for each year group to ensure language progression over four years. (see content overview for each year group). The weekly lesson plans include ideas for support and extension of all types of learners in order to meet the needs of all pupils.

All pupils have their own exercise book and marking follows the school's marking policy.

Intent, Implementation and Impact

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create 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 teaching and learning experience. The skills, knowledge and

understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s 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.

Intent

At Pickhurst we strongly believe that learning a foreign language is a necessary feature of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality modern foreign languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts such as grammar and more advanced language structure and functions.

The main objective of MFL teaching at Pickhurst Academy is that children leave us and transition into secondary school with a natural curiosity and confidence to



explore other countries, cultures, and languages. They will be engaged and prepared to continue language learning throughout their school life.

Implementation

In line with the National Curriculum for MFL, pupils are taught to:

1. Listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clear
11. describe people, places, things and actions orally and in writing
12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neutral 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.

This is done through a weekly 45 minute French lesson, taught by the class teacher, following a secure assessment tracking system to ensure good progress by all pupils. We also have a subject monitoring process, which aims and envisages to identify areas for improvement as well as opportunities for celebrations. Some of the strategies we use to ensure MFL lessons make sure the lessons are consistently taught to a high standard and expectations are as follows:

- Observing children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- learning walks.

Impact

A range of positive impacts are expected to be recorded throughout the Primary School years. Latest researches suggest that pupils' literacy and oracy skills are reported to have improved due to the development of language learning strategies (Zakaria, Azmi & Hadi, 2019), with progress in communication skills and engagement with learning reported in all schools. In light of this evidence, we have used a range of language learning methods to introduce MFL, including music, rhymes and games. These methods will help engage learners, leading to improved confidence and self-esteem among most pupils. Moreover, we expect to see the positive impact that MFL learning will have on a range of ability learners,



including the most vulnerable children. Finally, children at Pickhurst will show increased attainment across all subjects as a result of working on developing the skills necessary for language learning.

Resources

Interactive whiteboard resources, including scanned storybooks, are stored on the school server and can be accessed in all classrooms. Teachers have the interactive Rigolo app to support their teaching.

In each classroom there are bilingual dictionaries appropriate to the age group being taught. Each pupil has a workbook in which to record written work as well as listening and reading activities. The workbooks and projects are stored in the classrooms.

Cross-curricular

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. There are also opportunities to link to other subjects such as:

Writing: Speaking and listening opportunities, stories and rhymes.

Maths: Counting, time.

ICT: There are a variety of interactive activities that the children will have access to within the classroom to support teaching and learning.

Geography: Learning about where France is in the world, French speaking countries and intercultural customs and traditions.

Music: Learning a variety of rhymes and songs.

RSHE and Science: Learning about food and healthy eating.

Art and History: Creating pieces of artwork inspired by French artists and their periods.



Whole school involvement

Parents and SLT are kept informed of what is being taught weekly via our School Newsletters.

Some families already speak another language at home and this is celebrated both in language lessons and within the school. It is recognised that children who speak additional languages can apply their skills and knowledge to learning French.

Assessment

The class teacher assesses each child's progress with reference to the attainment targets of the KS2 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 lesson in which they evaluate their performance and receive written feedback from their teacher. This information is recorded and stored in the 'Assessment Tracker' spreadsheet on the school network and this is done 3 times a year (end of Autumn, end of Spring and end of Summer).

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 literacy/numeracy difficulties as the vast majority of pupils will be at the same start point in languages. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt. We also ensure SEND children will have a good understanding of the new concept by



revisiting previous learning in every lesson and allowing them to practise in the best way they learn, be it visual, auditory or kinesthetic.

Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the differences 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.

Health and Safety

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

Role of the MFL Coordinator

- Implement the delivery of a scheme of work for French which meets the targets of the KS2 Programme of Study
- Ensure the delivery of high quality lessons of French
- Manage the provision and deployment of the resources
- Bid for and manage the budget for this curriculum area
- Provide advice about the MFL policy
- Liaise with classroom teachers and senior management to keep them informed of latest developments and pass on assessment data
- Monitor and review the MFL provision within the school
- Keep up-to-date professionally, through reading and attending local network meetings.



**“You can never
understand one
language until you
understand at least
two.”**

Geoffrey Williams