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**Totley All Saints  
Church of England Primary School**

# **Modern Foreign Language Policy**



**Subject Leader: Rebecca Keen**

*“I have come that they may have life,  
and have it to the full.”*

**John 10:10**

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# Modern Foreign Language Policy



## Introduction

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, we believe that having an education in all its fullness includes learning about other cultures and languages as well as beginning to speak & write in a foreign language. This is of course extremely important as the UK is becoming an increasingly multicultural society.

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 literacy skills 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. 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.

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

At Totley All Saints, the MFL target language is currently French, which is throughout Key Stage 2. Languages are not statutory for Key Stage 1, however children will begin to learn words, simple phrases and songs in preparation for more focused language teaching in Year 3.

We aim to ensure that 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.

## Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Subject Content**

Key stage 2: Foreign language

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

Pupils should be taught 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.

## **MFL and Inclusion**

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress.

## **Resources**

MFL resources are kept in the staffroom and include:

- Schemes of work to support planning
- Dictionaries
- Story books and similar resources in the target language

- CDs, DVDs, etc.

At present, teachers draw on a range of planning schemes depending on their confidence and proficiency in the target language. A new scheme is under review, which addresses the new requirements of the National Curriculum (2014) and will provide better continuity in language provision and a clear pathway for progression through Key Stage 2.

### **Assessment and Recording**

The focus of language study should be practical communication, so recording will mostly be in the form of displays, photographs and a record of children's achievements. Teachers assess children's progress informally during sessions, evaluating progress against the Attainment Targets outlined in the new National Curriculum. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.