



Updated October 2023

St Bertelie's C of E Primary School

Modern Foreign Languages Policy Document 2023

1 Rationale for Teaching Languages at KS2

- 1.1 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. Since the year 2014 all KS2 children are to learn a language other than English. At St Bertelie's we believe strongly in the benefit of this and implemented the teaching of French for all KS2 children (Y3 to Y6) in September 2008. Foundation Stage and KS1 children (Y1 and Y2) receive some language teaching.
- 1.2 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.
- 1.3 **Language learning stimulates children's creativity.** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports oracy and literacy.** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- 1.5 **Language learning leads to gains across the curriculum**
Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, **to mathematics and other subject areas such as geography, music and citizenship.** This can lead to deep

learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 **Language learning supports and celebrates the international dimension**

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2 **Our aims of teaching MFL are for children to:**

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

3 **Teaching and learning styles and procedures**

3.1 At St Bertelina's Primary School we will use a variety of teaching and learning styles in MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children have the opportunity to support their work with a variety of resources. We aim for a balance of the whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

3.3 The lessons are to be delivered by a specialist native French speaker which gives an excellent example of the spoken language.

3.4 KS2 children are entitled to one hour of MFL teaching a week which will follow the St Bertelina's MFL Scheme of Work using the Language Primary Network and therefore a set progression.

3.5 **Lesson Content:**

The French lessons are to include:

- a. learning French vocabulary
- b. asking and answering questions

- c. using bilingual dictionaries
- d. teaching of basic French grammar and spelling patterns
- e. playing games and learning songs
- f. using language that has been taught in role play situations
- g. researching and learning about life in France
- h. beginning to write phrases and sentences

French will be included in whole school occasions e.g. Christmas celebrations and assemblies such as celebrating the 'European Day of Languages'.

- 3.6 For more information on pedagogy including progression, differentiation, ICT and use of the target language, see:
<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

4 MFL curriculum planning

- 4.1 One hour of MFL teaching a week became a statutory National Curriculum requirement for KS2 children from September 2014. We use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL and the St Bertelina's MFL Scheme of Work. See:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

- 4.2 We carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). The St Bertelina's MFL Scheme of work is based on the KS2 Languages Framework and outlines what we teach in the long-term.

5. The Foundation Stage and KS1

A whole school approach to MFL is desirable and Foundation Stage and KS1 children at St Bertelina's experience some French teaching. Our Infant children may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Infants may take part in any activities in French at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills.

6 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. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy. For more information on inclusion in MFL, see: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by regular testing at the end of a topic to evaluate what the children have learned. Children are encouraged to make judgements about how they can improve their own and each other's work
- 8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.
- 8.3 Formal assessments are made towards the end of the school year. These long-term assessments enable the setting of targets for the next school year, and to support planning for the new school year.
- 8.4 The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

9 Resources

There is a selection of additional materials stored centrally in the school library. Resources are reviewed and updated regularly. We have built up a wide range of resources including audio and video material via CDs, interactive CD-ROMs and online. We also use material from France including typical food, books, games and artefacts.

10 Monitoring and review

- 10.1 The coordination and planning of the MFL curriculum are the responsibility of the MFL coordinator, with the support of the visiting teacher. They give the Headteacher an annual summary report evaluating the strengths and weaknesses in MFL, and indicating areas for further improvement.
- 10.2 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.
- 10.3 The Headteacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.
- 10.4 This policy will be reviewed at least every two years.