



Modern Foreign Languages (MFL) Policy

**Adopted: Spring 2023
Review: Spring 2026**

Curriculum Statement

Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all KS2 children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Meadgate Primary School we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

At Meadgate Primary we aim to:

- Have fun and experience success in speaking a foreign language
- Have the opportunity to participate in MFL at their own level of development
- Secure and build on a range of skills
- Develop good linguistic and cultural attitudes
- Understand basic rules of language
- Experience positive language contexts
- Have a foundation to build on for lifelong and active use of other languages and leaving primary school as an inquisitive individual.

Implementation

Children are introduced to simple French songs games and phrases from Year 3. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

In KS2, each class has a timetabled French lesson of 30 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with secondary schools and staff from KS3 sometimes visit to disseminate language learning to the children.

- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content.
- Cross curricular links with computing are provided.
- We follow the primary MFL scheme of work from Rigolo.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages potentially spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences and integrating MFL into the daily curriculum also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

2. Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - **oracy**, **literacy** and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop **knowledge about language** (KAL) and **language learning strategies** (LLS) underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF).

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

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

3. Assessment

The children are assessed throughout the year, with the teacher giving feedback orally, through marking and verbally.

This process is supported by the end of KS2 statements in the National Curriculum 2014 and progression of skills through the Rigolo programme.

Achievement of these is then verified by the teacher, with reference to the outcomes of work and responses during lesson. These, as well as regular assessment tasks, inform teachers' completion of class assessment tracking sheets. This data is analysed by the subject coordinator and reported to the SLT

4. Planning and Resources

The school uses the Rigolo scheme, to provide teachers at all levels of French with a plan, to ensure that French is taught with accuracy and confidence. A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's shared curriculum drive.

A number of related resources, including flashcards, audio and book CDs have also been added to the school's 'shared drive', allowing easy and constant access in all classrooms. The school also has a number of links with local secondary schools that support the teaching of MFL at Meadgate Primary School with KS3 staff visiting the school to further develop the children understanding of other languages e.g. German, French and BSL. These sessions, support the transition between KS2 and KS3 and extend learning and promote speaking and listening skills between the older and younger children.

5.Organisation

At Meadgate School we teach children to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory
- Use a dictionary
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.
- Learn words and phrases which relate to everyday life and will be helpful in conversational contexts.

6. Equal Opportunities

At Meadgate Primary School we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

7. Inclusion

At Meadgate Primary School, we teach a modern foreign language to all KS2 children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

8. Role of the Subject Leader

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL
- Writes a subject development plan, informed by the whole school development plan
- observes and gives feedback to teachers on their teaching of French

9. Parents

Parents are encouraged to support children with homework that is given out and this can include some MFL tasks in KS2.