



MODERN FOREIGN LANGUAGES POLICY

Introduction

At Meadow Farm Community Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. As well as building strong links within our school, local and global community. Language is necessary to help children develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. We want the learning of foreign language to provide excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.

The focus language taught in our school is French. There is no statutory requirement to teach a language at Key Stages 1, but as from 2014 there has been a requirement in Key Stage 2.

Intent

At Meadow Farm the intentions of our Modern Foreign Language curriculum are to:

- Foster an interest in learning other languages.
- Introduce young children to another language in a way that is enjoyable and fun.
- Raise awareness for children that language has structure, and that the structure differs from one language to another.
- Help children develop their awareness and interest of cultural differences in other countries.
- Develop confidence in speaking, listening, reading and writing in another language.
- Lay the foundations for future study.

Implementation of the policy

The curriculum that we follow is based on the guidance given in the National Curriculum Programme of Study for Key Stage 2 as well as the scheme of work for Years 3-4 and 5-6 from La Jolie Ronde. The teaching of languages can be broken down into 3 main strands as listed below:

Speaking and Listening (Oracy)

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are like, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;

- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and regarding the audience.

Reading and Writing (Literacy)

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory

Intercultural Understanding (Social)

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Long Term Overview Years 3-6

- The lessons are divided into short sections to give maximum flexibility. The content will be delivered in 30 minute sessions, weekly.
- The Year 6 scheme is intended to reinforce much of the vocabulary and structures covered in previous years. During the final term of Year 6 the children can work collaboratively on a project involving internet research: Planning a holiday to a French-speaking country. This culminates in a presentation on an aspect of culture.
- The scheme is flexible and teachers will need to use their judgement as to the most appropriate activities for the children. It is not intended that teachers should follow every activity in every lesson. The lesson notes are very detailed and are intended as a guide and much of the material covered will depend upon the ability of the children and the time available for language learning.

Year	Autumn		Spring		Summer	
Year 3	Content: <ul style="list-style-type: none"> Numbers 0-10. Greetings and saying how you are Classroom instructions Christmas theme 		Content: <ul style="list-style-type: none"> Ask for and give name Ask for and state age Colours Names of fruit Easter theme 	Revision of: <ul style="list-style-type: none"> Numbers 0-10 	Content: <ul style="list-style-type: none"> Food items Days of the week Months of the year 	Revision of: <ul style="list-style-type: none"> Ask for and give name Ask for and state age Colours
Year 4	Content: <ul style="list-style-type: none"> Parts of the body Zoo animals Some letters from alphabet Vowels Christmas theme 	Revision of: <ul style="list-style-type: none"> Colours – Y3 Adjectives 	Content: <ul style="list-style-type: none"> Members of the family Ask and answer questions about family Vocabulary for story Transport Easter theme 	Revision of: <ul style="list-style-type: none"> Pets vocabulary 	Content: <ul style="list-style-type: none"> Dictionary skills Playground songs Hobbies Numbers 12-31 Opinion phrases Weather expressions Clothing 	Revision of: <ul style="list-style-type: none"> Hobbies Leisure activities
Year 5	Content: <ul style="list-style-type: none"> Buildings on the high street Directions Asking where places are Pause words Times of day Christmas 	Revision of: <ul style="list-style-type: none"> Connectives Adjectives Days of the week Colours 	Content: <ul style="list-style-type: none"> Simple future tense Months of the year Comparisons Food items Breakfast 	Revision of: <ul style="list-style-type: none"> Days of the week Hobbies - Y4 Sports Numbers to 50 Fruit - Y3 	Content: <ul style="list-style-type: none"> Weather Seasons Saying where you live 	Revision of: <ul style="list-style-type: none"> Days of the week Months of the year Weather phrases
Year 6	Content: <ul style="list-style-type: none"> Ask for... 	Revision of: <ul style="list-style-type: none"> Y4 and Y5 phrases Y4 family members Classroom Routines Clothes 	Content: <ul style="list-style-type: none"> Furniture vocabulary 	Revision of: <ul style="list-style-type: none"> Prepositions Repetition requests Stalling strategies. Days of the week Months of the year 	Content: <ul style="list-style-type: none"> Places to visit. 	Revision of: <ul style="list-style-type: none"> Transport – Y4

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences, including 'European Languages Day' ensures that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures. The impact of the curriculum is to be measured and assessed through pupil discussions and 'assessment through learning' this will help teachers plan for future lessons.

Equal Opportunities

At Meadow Farm Community 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.

Monitoring and Review

Monitoring is carried out regularly by the language subject leader in the following ways:

- Informal discussion with staff and pupils
- Delivery of planning / lesson observation
- Observation of displays
- Discussion with staff

Feedback is provided to staff, senior leaders and governors following monitoring. It is used to inform CPD needs. Any resource requirements are also identified and purchased per needs and budget as stated in school development plan. Resources requirement are clearly laid out in each unit of work and readily available for each member of staff to use.

This policy is a practical working document for the teaching and learning of French throughout the school. It is therefore subject to regular review in the light of experience, monitoring and changes to national guidance.

Policy prepared by: Catherine Coburn, MFL Leader

Date prepared: 03/07/2023

Date ratified by the Strategic Committee: 11th July 2023

Chair of the Strategic Committee



Signed:

Mrs M Gaiderman



Signed:

Mrs S Eyre

Head Teacher

Review date: 03/07/26