



Thythorn Field  
Primary School

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# Modern Foreign Languages Policy

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**Adopted By School:** March 2022

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**Governor Signature:** 

# **THYTHORN FIELD PRIMARY SCHOOL**

## **MODERN FOREIGN LANGUAGES POLICY**

This policy is intended for all teaching and non-teaching staff, governors, parents and other interested parties.

Modern Foreign Languages (MFL) are taught from Year 3 to Year 6. Our exciting and challenging curriculum helps pupils to become enthusiastic learners. Through their learning at this age, children form a positive attitude towards languages. This is taught through single subject lessons, and also as one off lessons linked to their current topic.

Our teaching enriches their experiences, allowing them to explore their natural curiosity and creativity, helping them develop greater understanding and enjoyment of languages throughout their life and enhancing their communication skills and understanding of other cultures.

### **Aims**

Our aims:

- To introduce the children to new and varied language-focused experiences linked to the National Curriculum. This should be provided by classroom teaching, additionally enriched through class visits, clubs, performances, visitor experiences and individual studying opportunities.
- To develop the pupils' interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- To support English, especially Speaking and Listening, by helping children develop their Speaking and Listening skills.
- To enhance children's awareness of the multilingual and multicultural world and to develop their awareness of cultural similarities and differences.
- To lay the foundations for future language studies by pupils.

### **MFL Teaching at Thythorn Field Community Primary**

#### **Speaking and Listening**

The children will learn to:

- Listen carefully and recognise sounds and combinations of sounds which are similar, 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 way, and to learn sentence structures.
- 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 with awareness of the audience.

## **Reading and Writing**

The children will learn to:

- Remember grapheme-phoneme correspondence 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 independently write words that are familiar, simple phrases in context. E.g. classroom items, stationery, display, dates.
- Write sentences and short texts independently and from memory.

## **Intercultural Understanding**

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 daily lives of others.
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

## **Implementation**

All pupils study French in years 3 to 6.

## **Planning**

Long term planning to taken from the Language Angels curriculum map, with teachers adapting it to meet the individual needs of their children and bridging any gaps. Medium term planning is done by class teachers. Short term lessons are planned by individual teachers - these are adapted to suit the needs of the class. Key resources are: Language Angels lesson planning and resources and Physical French Phonics resources. Other resources available are: Twinkl French, Early Start French and The Catherine Cheater Scheme of Work for French.

## **Resources**

Wherever possible, the staff are encouraged to share ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs are available. The use of ICT/computers should be used by teachers to enhance and improve the teaching and learning of French. The internet is a major source of resources, especially in the teaching of the way of life and culture in France and being able to use video clips to provide evidence.

## **Trips/Experiences**

Out of school visits will be undertaken to enable children to experience languages in the wider environment. Risk assessments and all other necessary measures will be undertaken to ensure the health and safety of all participants.

Partnerships within our immediate community will broaden the children's experiences and visiting practitioners in all art forms will be invited into the school to share their expertise.

## **Equal Opportunities and Special Needs**

All children will work within the full range of class time activities set up by the classroom teachers and as appropriate to topics covered. All pupils, regardless of gender should be encouraged to participate as equals in every possible way.

All pupils, whatever their ability, religion or background will be given the opportunity to explore further aspects of arts teaching within the school. If an activity is inappropriate, then an alternative may be provided. Extra care must be given to ensure that extra assistance may be provided when necessary in the cases of more and very able pupils or children with physical disabilities.

## **Staff Development**

Staff are encouraged to develop their skills and broaden their own experiences through the LA arranged courses. Staff will be asked to share their experiences with each other and are encouraged to seek new ideas from liaison meetings with other schools, use of the internet and observations of outside experts working with classes in the school. The MFL lead regularly attends network meetings run by the Association for Language Learning.

## **Assessment and Monitoring**

Teachers will use the Language Angels End of Unit Assessments, as well as their deep understanding of their children, to inform judgements and record their findings using the Language Angels Data Tool. This will then be monitored by the MFL lead on a termly basis. Teachers to use assessments in French to support the teaching and learning, and to inform future planning.

- Assessment of children's attainment and progression gained from;
- Observation of paired or grouped work.
- Questioning and listening to individual responses.
- Assessment of children's written work.

## **ASSESSMENT**

Teachers will maintain an overview of children's progress. As part of monitoring the teaching of French through Key Stage 2, lessons may be observed by the head teacher, the coordinator and/or another member of the Senior Leadership Team.

## **Health and Safety**

All equipment and resources will be checked with safety in mind. Most equipment and resources are acquired through ESPO or other reputable educational suppliers who should have carried out stringent checks for toxins etc. Equipment particularly will be checked on a regular basis for damage and any problems will be reported to the MFL coordinator.

## **Subject coordinator**

The role of the MFL coordinator is to;

- Advise and support staff in planning and delivering French lessons.
- Take responsibility for the purchase and organisation of resources.
- Keep up to date with curriculum developments and inform colleagues as appropriate.
- Monitor progress in French by collecting samples of work from each year group.
- Conduct annual scrutiny to ensure good planning, teaching and coverage of objectives across each year group.

## **Other**

All other details of planning can be found under each year group long term planning.

Evidence for 2021-22 has been collected as individual teachers see fit, with an aim to agree on a cohesive approach, based on what has worked best, for the next academic year and beyond.