



MFL Policy

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims 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.

Schools are not required by law to teach the example content in [square brackets].

Opportunities for Personal, Social Health Education

Theme 1: Health and Wellbeing:

- cultural differences in food and diet
- asking others for help
- developing vocabulary to enable children to discuss their feelings

Theme 2: Relationships:

- developing opportunities for making friendships
- understanding and respecting cultural differences

Theme 3: Living in the Wider World:

- developing awareness of people living in other places, and people with different values and customs
- understanding being part of a community
- learning to appreciate a range of national, regional and ethnic identities

Subject Content

Key-stage 1

MFL NOT STATUTORY FOR KEY STAGE 1

Key-stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one 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. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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

The starred (*) content above will not be applicable to ancient languages.

How is MFL taught throughout the school?

See Appendix 1- Medium Term Plans

Inclusion and Equal Opportunities

At our school we teach MFL to all children, whatever their ability. All children are provided with equal access to the MFL curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within MFL, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific MFL related targets where a priority is appropriate.

Assessment & Reporting

We assess children's work in MFL by making informal judgements as we observe them during each MFL lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The MFL subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in MFL for each year group.

See Appendix 2 - Assessment Grids

Resources

The school is well resourced for the teaching of MFL. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of MFL, however resources include materials from MFL.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in MFL is the responsibility of the MFL subject leader. The work of the MFL subject leader also involves supporting colleagues in the teaching of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Policy Review

This policy was written September 2014 by the MFL Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Appendix 1

Year 3

Subject	<p style="text-align: center;">Autumn</p> <p style="text-align: center;">Topic: Mountain/Volcanoes</p>	IDEAS	<p style="text-align: center;">Spring</p> <p style="text-align: center;">Topic: Romans</p>	IDEAS	<p style="text-align: center;">Summer</p> <p style="text-align: center;">Topic: Rainforests</p>	IDEAS
French	<p style="text-align: center;">FL2/1.2</p> <p style="text-align: center;">Speaking</p> <p>Perform simple communicative tasks using single words, phrases and short sentences; ask and answer simple questions; begin to understand and begin to express simple opinions</p> <p>Repeat words and phrases modelled by the teacher; recall, retain and use vocabulary; remember a sequence of spoken words</p> <p>Speak clearly and confidently; pronounce accurately the most commonly used characters, letters and letter strings; imitate pronunciation of sounds; read aloud a familiar sentence, rhyme or song</p> <p>Perform simple rhymes and sing songs; join in with story-telling; practise new language with a partner</p>		<p style="text-align: center;">FL2/1.1</p> <p style="text-align: center;">Listening & Comp</p> <p>Listen with care to spoken language and use physical response, mime and gesture to convey meaning and show understanding</p> <p>Begin to identify patterns and specific sounds, phonemes and words through listening and responding to simple songs, rhymes and stories; and make links between some phonemes, rhymes and spellings of familiar words</p>		<p style="text-align: center;">FL2/1.3</p> <p style="text-align: center;">Reading & Comp.</p> <p>Recognise some familiar words in written form; understand words displayed in the classroom; identify and read simple words; read and understand simple messages</p> <p>Discuss language-learning and share ideas and experience; appreciate simple songs, poems and rhymes in the language</p> <p>Begin to develop vocabulary; use the context of what they see/read to determine some of the meaning; use a word bank</p>	
	<p style="text-align: center;">FL2/1.4</p> <p style="text-align: center;">Writing</p> <p>Experiment with the writing of simple words; write simple familiar words using model; write some single words from memory</p> <p>Make simple sentences using single word or phrase cards; use a reference to briefly describe people or things orally and in writing</p> <p>Begin to understand some basic grammar appropriate to the language being studied, including (where relevant): recognise main word classes; recognise question forms and negatives; recognise that languages describe familiar things differently; compare the language with English.</p>					

Subject	<p style="text-align: center;"><u>Autumn</u></p> <p>Topic: RIVERS</p>	<p style="text-align: center;">IDEAS</p>	<p style="text-align: center;"><u>Spring</u></p> <p>Topic: Ancient Egypt</p>	<p style="text-align: center;">IDEAS</p>	<p style="text-align: center;"><u>Summer</u></p> <p>Topic: A Musical Adventure</p>	<p style="text-align: center;">IDEAS</p>
<p style="text-align: center;">French</p>	<p>FL2/1.1 Listening & Comprehension</p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL2/1.2 Speaking</p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p>		<p>FL2/1.3 Reading & Comprehension</p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>		<p>FL2/1.4 Writing</p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4d 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.</p>	

Subject	<u>Autumn</u> - Topic World War 1/2	<i>IDEAS</i>	<u>Spring</u> - Topic: Inventors, inventions, explorers	<i>IDEAS</i>	<u>Summer</u> - Topic: Ancient Greece	<i>IDEAS</i>
MFL	<p style="text-align: center;">FL2/1.1 - Listening & Comp.</p> <p>FL2/1.1a - Listen attentively to spoken language and show understanding of more complex phrases and sentences, including unfamiliar language by joining in or responding</p> <p>FL2/1.1b - Explore and recognise patterns in simple sentences through songs and rhymes; and apply phonic and whole-word knowledge and begin to link this to meaning</p>		<p style="text-align: center;">FL2/1.2 - Speaking</p> <p>FL2/1.2a - Prepare and practise simple conversations, reusing familiar vocabulary and structures in new contexts; ask and answer questions; understand and express simple opinions; ask for repetition and clarification.</p> <p>FL2/1.2b - Remember, retain and recall words, phrases and sentences and use these to speak on familiar topics</p> <p>FL2/1.2c - Focus on correct pronunciation and intonation; use tone of voice and gesture to help convey meaning so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>FL2/1.2d - Prepare a short presentation on a familiar topic; memorise and present a series of sentences (e.g. set of instructions) to a partner, group or own class</p>		<p style="text-align: center;">FL2/1.3 - Reading & Comp.</p> <p>FL2/1.3a - Re-read frequently a variety of short texts and show understanding of the main points; understand that words will not always have a direct equivalent in the language</p> <p>FL2/1.3b - Appreciate that different languages use different writing conventions; read fiction and non-fiction texts; notice different text types and deal with authentic texts</p> <p>FL2/1.3c - Extend their vocabulary; use context and previous knowledge to help understanding; recognise the typical conventions of word order in the foreign language; use a bilingual dictionary or word list to check the spelling of familiar words</p>	
	<p>FL2/1.4 – Writing - FL2/1.4a - Make simple sentences and short texts; write words, phrases and short sentences, using a reference; choose words, phrases and sentences and write them in gapped texts or as picture captions; begin to express ideas clearly</p> <p>FL2/1.4b - Make sentences using single word cards; make a short text using word and phrase cards; use a reference to describe people, places, things and actions orally and in writing</p> <p>FL2/1.4c - Understand some basic grammar appropriate to the language being studied, including (where relevant): to manipulate language by changing an element in a sentence; apply knowledge of rules when building sentences; understand and use negatives; look at differences from or similarities to English.</p>					

Year 6

Subject	<u>Autumn</u> Topic: In the beginning	<i>IDEAS</i>	<u>Spring</u> Topic: Anglo-Saxons	<i>IDEAS</i>	<u>Summer</u> Topic: Field Exploration	<i>IDEAS</i>
French	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>		<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Describe people, places, things and actions orally* and in writing</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Present ideas and information orally to a range of audiences</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>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.</p>	

