

MFL Policy

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A highquality 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.

<u>Aims</u>

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

<u>Attainment Targets</u>

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

		Autumn		Spring		<u>S</u>	ummer	
Subject			IDEAS		IDEAS			IDEAS
	Topic:	Mountain/Volcanoes		Topic: Romans		Topic:	Rainforests	
		FL2/1.2		FL2/1.1		F	FL2/1.3	
		Speaking		Listening & Comp			ing & Comp.	
		ative tasks using single words, phrases and		Listen with care to spoken language and use		-	amiliar words in written	
		inswer simple questions; begin to understand		physical response, mime and gesture to convey			d words displayed in the	
	and begin	n to express simple opinions		meaning and show understanding			ntify and read simple nd understand simple	
		modelled by the teacher; recall, retain and		Begin to identify patterns and specific sounds,			nessages	
French	use vocabulary; re	member a sequence of spoken words		phonemes and words through listening and responding to simple songs, rhymes and stories;		Nie sel s	-	
	Speak clearly and confiden	tly; pronounce accurately the most commonly		and make links between some phonemes, rhymes			ge-learning and share	
		and letter strings; imitate pronunciation of		and spellings of familiar words			ence; appreciate simple	
		d a familiar sentence, rhyme or song				songs, poems and	l rhymes in the language	
		. 2					op vocabulary; use the	
		and sing songs; join in with story-telling;					hat they see/read to	
	practise	new language with a partner					e of the meaning; use a ord bank	
		FL2/1.4						
		Writing						
	Experiment with the wri	ting of simple words; write simple familiar						
	words using model;	write some single words from memory						
	Make simple sentences	using single word or phrase cards; use a						
		cribe people or things orally and in writing						
	Begin to understand some	basic grammar appropriate to the language						
		here relevant): recognise main word classes;						
		ns and negatives; recognise that languages						
	describe familiar things di	fferently; compare the language with English.						

		Autumn	IDEAS	Spring	IDEAS	Summer	IDEAS
Subject	Topic:	RIVERS	IDEAS	Topic: Ancient Egypt	IDEAS	Topic: A Musical Adventure	IDEAS
	FL2/1.1	Listening & Comprehension		FL2/1.3 Reading & Comprehension		FL2/1.4 Writing	
French	language joining ir FL2/1.1b of langua link the s words FL2/1.2a FL2/1.2a fL2/1.2b familiar v language FL2/1.2c and into when the familiar v FL2/1.2d	Iisten attentively to spoken and show understanding by and responding explore the patterns and sounds age through songs and rhymes and pelling, sound and meaning of Speaking engage in conversations; ask and juestions; express opinions and to those of others; seek ion and help* speak in sentences, using vocabulary, phrases and basic estructures develop accurate pronunciation nation so that others understand ey are reading aloud or using words and phrases* present ideas and information a range of audiences*		 FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language 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 		 FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing 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. 	

Subject	<u>Autumn -</u> Topic World War 1/2	IDEAS	<u>Spring - T</u> opic: Inventors, inventions ,explorers	IDEAS	<u>Summer -</u> Topic: Ancient Greece	IDEAS
	FL2/1.1 - Listening & Comp.		FL2/1.2 - Speaking		FL2/1.3 - Reading & Comp.	
	 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 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 		 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. FL2/1.2b - Remember, retain and recall words, phrases and sentences and use these to speak 		 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 FL2/1.3b - Appreciate that different languages use different writing conventions; read fiction and non-fiction texts; notice different text types and deal with 	
MFL			on familiar topics 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. 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		authentic texts 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	
	 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 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 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. 					

Year	6
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	Autumn		<u>Spring</u>		<u>Summer</u>	
Subject		IDEAS		IDEAS		IDEA.
	Topic: In the beginning		Topic: Anglo-Saxons		Topic: Field Exploration	
	Listen attentively to spoken language and		Explore the patterns and sounds		Listen attentively to spoken	
	show understanding by joining in and		of language through songs and		language and show understanding	
	responding		rhymes and link the spelling,		by joining in and responding	
	Engage in conversations; ask and answer		sound and meaning of words		Present ideas and information	
	questions; express opinions and respond to		Speak in sentences, using familiar		orally to a range of audiences	
	those of others; seek clarification and help		vocabulary, phrases and basic		Broaden their vocabulary and	
	Present ideas and information orally to a		language structures		develop their ability to understand	
	range of audiences		Appreciate stories, songs, poems		new words that are introduced	
	Read carefully and show understanding of		and rhymes in the language		into familiar written material,	
	words, phrases and simple writing		Describe people, places, things		including through using a	
French	Write phrases from memory, and adapt these		and actions orally* and in writing		dictionary	
French	to create new sentences, to express ideas				Understand basic grammar	
	clearly				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.	

<u>French Year 3</u>

Strand	Ref. to Yr 6 Obj.	Objective													
FL2/1.1	FL2/1.1a	Listen with care to spoken language and use physical response, mime and gesture to convey meaning and show understanding													
Listening & Comp.	FL2/1.1b	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													
	FL2/1.2a	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													
FL2/1.2	FL2/1.2b	Repeat words and phrases modelled by the teacher; recall, retain and use vocabulary; remember a sequence of spoken words													
Speaking	FL2/1.2c	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													
	FL2/1.2d	Perform simple rhymes and sing songs; join in with story-telling; practise new language with a partner													
FL2/1.3	FL2/1.3a	Recognise some familiar words in written form; understand words displayed in the classroom; identify and read simple words; read and understand simple messages													
Reading & Comp.	FL2/1.3b	Discuss language-learning and share ideas and experience; appreciate simple songs, poems and rhymes in the language													
	FL2/1.3c	Begin to develop vocabulary; use the context of what they see/read to determine some of the meaning; use a word bank													
	FL2/1.4a	Experiment with the writing of simple words; write simple familiar words using model; write some single words from memory													
FL2/1.4	FL2/1.4b	Make simple sentences using single word or phrase cards; use a reference to briefly describe people or things orally and in writing													
Writing	FL2/1.4c	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.													

<u>French Year 4</u>

Strand	Ref. to Yr 6 Obj.	Objective										
FL2/1.1	FL2/1.1a	Listen with care to spoken language and use physical response to show recognition and understanding of specific words and phrases										
Listening & Comp.	FL2/1.1b	Identify patterns and listen for specific sounds, rhyme and rhythm through short rhymes, poems or other texts; and begin to apply phonic and whole-word knowledge and make some links to meaning										
	FL2/1.2a	Devise and perform simple role-plays; practise asking and answering questions with a partner on several topics; understand and begin to express simple opinions; ask for repetition and clarification										
FL2/1.2 Speaking	FL2/1.2b	Repeat words, phrases and sentences modelled by the teacher; say several sentences on a topic										
Speaking	FL2/1.2c	Read familiar words and phrases aloud and pronounce them accurately; pronounce familiar letter strings, words and phrases accurately with good pronunciation										
	FL2/1.2d	Memorise and present a short spoken text to a partner or group										
	FL2/1.3a	Read and understand a range of familiar written phrases; follow a short familiar text, listening and reading at the same time; make links between spoken and written words										
FL2/1.3 Reading & Comp.	FL2/1.3b	Identify non-fiction texts by their style and layout; recognise that texts in different languages will often have the same conventions of style and layout; compare traditional stories										
	FL2/1.3c	Develop vocabulary; use context and previous knowledge to determine meaning and pronunciation; use a dictionary to look up spellings										
	FL2/1.4a	Write simple words and phrases using a model and some words from memory; write labels; choose words or phrases and write them in gapped texts or as picture captions to express new ideas										
FL2/1.4	FL2/1.4b	Make simple sentences using single word cards; make a simple text using word and phrase cards; use a reference to briefly describe people, places, things or actions orally and in writing										
Writing	FL2/1.4c	Begin to understand some basic grammar appropriate to the language being studied, including (where relevant): to reinforce and extend recognition of word classes and understand their function; recognise and apply simple agreements, singular and plural; use question forms; identify a different writing system.										

<u>French Year 5</u>

Strand	Ref. to Yr 6 Obj.	Objective							
FL2/1.1 Listening	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							
& Comp.	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							
	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							
FL2/1.2	FL2/1.2b	Remember, retain and recall words, phrases and sentences and use these to speak on familiar topics							
Speaking	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							
	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							
	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							
FL2/1.3 Reading & Comp.	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							
a comp.	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							
	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							
FL2/1.4 Writing	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							
	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.							

Strand		Objective														
FL2/1.1	FL2/1.1a	Listen attentively to spoken language and show understanding by joining in and responding														
Listening & Comp.	FL2/1.1b	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words														
	FL2/1.2a	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help														
FL2/1.2 Speaking	FL2/1.2b	Speak in sentences, using familiar vocabulary, phrases and basic language structures														
Speaking	FL2/1.2c	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases														
	FL2/1.2d	Present ideas and information orally to a range of audiences														
	FL2/1.3a	Read carefully and show understanding of words, phrases and simple writing														
FL2/1.3	FL2/1.3b	Appreciate stories, songs, poems and rhymes in the language														
Reading & Comp.	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														
	FL2/1.4a	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly														
	FL2/1.4b	Describe people, places, things and actions orally* and in writing														
FL2/1.4 Writing	FL2/1.4c	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.														