



# Policy Statement

## Modern Foreign Languages

### **Purpose**

The purpose of this policy statement is to outline the arrangements in place and the ethos for the teaching of French in Key Stage 2 at All Saints' CE Primary School. The teaching of MFL in Key Stage 2 became a statutory requirement in September 2014.

### **Intent**

The main aim of teaching French is to develop children's linguistic competence. An early start should lay the foundations and provide a strong and motivational basis for further learning in Key Stage 3.

The teaching of French at Key Stage 2 offers opportunities for children to:

- Develop positive attitudes towards the learning of MFL by showing that language learning can be fun.
- Become increasingly familiar with the sounds and structures of French at an age when they are receptive to this.
- Develop language-learning skills, finding ways to communicate what they want to say.
- Understand and respond to spoken and written language from a variety of authentic resources.
- Speak and write in French with growing confidence, fluency and spontaneity.
- Write at varying length using a variety of grammatical structures.
- Make comparisons between elements of French and English language.
- Increase their cultural awareness by learning about France and the French including through the use of authentic resources.
- Raise aspirations and increase resilience by reviewing and celebrating what has been learnt.
- Make substantial progress by focusing on just one language.

### **Implementation: School Policy and National Curriculum**

The importance of studying a foreign language is recognised in the Languages Programme of Study for Key Stage 2: "Learning a foreign language is a liberation from insularity and provides an opening to other cultures" (DfE September 2013).

Our French curriculum is delivered through a series of topics which are linked to stories, songs and poems in the target language. These topics provide a framework for the introduction of commonly-used vocabulary, grammar and structures.

### **Planning**

Planning ensures that the four key language skills of Listening, Speaking, Reading and Writing are effectively addressed across a series of lessons, and tailored to different ages and abilities.

### **Delivery**

The emphasis is on participation, communication and enjoyment. Pupils are encouraged to learn in an active, challenging yet stress-free environment. A "can-do" attitude is encouraged to by giving the children a range of interactive activities, which encourage successful communication among pupils and between pupils and teacher.

Use of the target language is maximized for classroom management. Differentiation is by task and by outcome, with support provided for pupils by the teacher and, when available, support staff.

French is taught by a specialist French teacher. A variety of resources are available for use as appropriate, including audio-visual, interactive whiteboard, songs, books, bilingual dictionaries.



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### **Assessment and Record-keeping**

There is a mix of teacher and pupil self-assessment to ensure progression across Key Stage 2. Assessment across the skills is undertaken through observation, reviews of pupil work, informal assessment of pupils working in pairs and groups and individual activities. Pupils keep evidence of their achievement in French in their exercise book; a self-assessment is completed by each pupil every term and kept as a record in their exercise book. This helps inform future planning.

### **Impact: Progression across Key Stage 2**

Children are expected to progress through the following stages in each of the four key skills:

#### Speaking

- simple utterances and repetition of single words
- recall of vocabulary
- short dialogues
- use of short complete sentences, including expressing opinions
- simple conversations

#### Listening

- understand a few familiar spoken words
- understand a range of familiar spoken phrases from a variety of topics
- understand the main points from a short spoken passage or song
- understand a few details from a short spoken passage or song

#### Reading

- understand a few familiar written words
- understand a range of familiar written phrases from a variety of topics
- understand the main points from a short written text, story or poem
- understand a few details from a written text, story or poem

#### Writing

- copy write words and short phrases
- write words and phrases from memory
- write a sentence with a noun, verb and adjective
- write 2 or 3 sentences with help from scaffolding or a dictionary
- write sentences from memory
- choose appropriate vocabulary to generate their own sentences

### **Reviews**

Planning and delivery are subject to continuous review to identify opportunities for improvement.

This policy statement is reviewed annually or more frequently as changes to national and school policy dictate.

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