



MFL Policy

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“One language sets you in a corridor for life. Two languages open every door along the way.”

– Frank Smith

Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). Moss Side has adopted a whole school approach to the teaching of French to all key stage 2 pupils.

This policy reflects the school’s values and philosophy in relation to the teaching and learning of MFL.

It sets out a framework within which teaching and non-teaching staff can operate.

This policy should be read in conjunction with the scheme of work for MFL.

Intent of MFL at Moss Side

The intent at Moss Side Primary School is to spark an interest and love in all of our children to pursue a foreign language in the future. This is achieved by introducing the children to our chosen MFL, French. We intend to provide a good grounding and foundation in words and phrases, as well as exploring the culture of France. Developing a confidence and proficiency in using the English language will always remain the school’s priority, however by introducing a foreign language and culture learning interventions, we are widening the children’s understanding of life outside Leyland and enriching their learning.

We do this for several reasons and in the belief that:

- Many children really enjoy learning to speak another language.
- The earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- It is a good idea to introduce a new foreign language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development.
- The early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

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- The learning of a foreign language in primary school provides a valuable educational, social and cultural experience for all pupils.
- The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

Aims of MFL

At Moss Side our aims are as follows:

- To foster an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and fun.
- To make young children aware that language has structure, and that the structure differs from one language to another.
- To help children develop their awareness of cultural differences in other countries.
- To develop their speaking and listening skills.
- To lay the foundations for future study.

These aims are consistent with our school philosophy.

Implementation of MFL at Moss Side

Language learning introduces children to a new language in a way that is fun and focuses initially on teaching children to speak, sign and respond to questions and instructions in French. Teaching focuses on learning through different styles, with children engaging in singing songs that develop and reinforce vocabulary, games that encourage fluency and role play where children can rehearse and perform conversations expressing opinions and responding to those of others.

Children begin to learn French in Year 3 and continue in Year 4, 5 and 6. MFL at Moss Side is taught in whole-class settings by the class teacher or support teacher and is therefore not reliant on one key member of staff. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

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French lessons typically include:

- PowerPoints and interactive whiteboard materials.
- Interactive games.
- Songs and raps.
- A mix of adaptive teaching and differentiated desk-based consolidation activities.
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class.

Each unit will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is the sequence of learning for KS2 (a minimum of 3 units plus phonics must be completed):

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
	Phonetics 1 (X) &	Phonetics 1 (X) &	Phonetics 1 (X) &	Phonetics 1 (X) &
Half term 1	I am learning French (E)	Fruits (E)	Seasons (E)	Presenting Myself (I)
Half term 2	I Am Able...(Fr) (E)	I Am Able...(Fr) (E)	I Am Able...(Fr) (E)	I Am Able...(Fr) (E)
Spring Term				
Half term 1	Animals (E)	Vegetables (E)	Vegetables (E)	Vegetables (E)
Half term 2				
Summer Term				
Half term 1	Instruments (E)	Ice creams (I)	Presenting Myself (I)	Family (I)
Half term 2				

NB: Due to COVID and a change in scheme causing gaps in learning, early language units (entry level units) will be covered throughout key stage 2. In future years, intermediate and progressive units will be added back into the curriculum. This information can be found in the Sequence of Learning document.

Assessment and Evidence

Pupil learning and progression will be assessed informally during the lessons in order to evaluate what the children have learned. Teachers will aim to assess each language skill (speaking, listening, reading and

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writing) to form the basis for a well-rounded language learner, with a particular focus on speaking and listening. Additionally, children may be asked to complete 'I can do...' grids and/or verbal evaluation of themselves or their peers.

Enrichment Activities

As a school, in addition to following the lessons provided in the Language Angels scheme of work and resources, we aim to enrich our language learning over the course of KS2 through the following:

- Tasting sessions of traditional food from the country of the language being studied.
- French books are available in the library.
- A Christmas foreign language carol concert at some point during their time in Lower Key Stage 2.

Parental Involvement

As with the rest of our curriculum at Moss Side, we encourage all parents and carers to support and assist with their child's learning. We aim to promote this by holding parent evenings whereby parents can see their child's work displayed and discussed.

Inclusion

All children have a right to access the curriculum. Teachers modify their plans and lessons appropriately for each child's individual needs. We aim to deliver an inclusive curriculum for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach their lesson.

Any other central resources are stored in the Number Box, within the blue cupboard. Please report any missing/ damaged items to the subject co-ordinator. Only staff should access and organise resources.

Role of the MFL Subject Co-ordinator

- To read, understand and interpret the National Curriculum in Modern Foreign Languages in order to help staff understand what is required.

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- To review and update the Modern Foreign Languages policy when required.
- To liaise with staff, the developments of MFL teaching in school.
- To attend relevant developmental courses and CPD on behalf of the staff, to lead discussions with staff on return to school.
- To be aware of developments needed in the delivery of Modern Foreign Languages across the school.
- To liaise with local secondary schools to make them aware of the language experience of the children when they move to key stage 3, if required/ requested.

Impact of MFL at Moss Side

Our French curriculum ensures that children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Through the breadth and depth that our curriculum offers, children have an appropriate balance of spoken and written language which lay the foundations for further language learning. Our curriculum encourages children to become confident global citizens within the 'modern world'.

The impact of the curriculum will also be assessed by the subject co-ordinator by:

- Collating teacher assessment and feedback from across the school.
- Completing learning walks when appropriate.
- Looking at outcomes of units across school.
- Undertaking pupil interviews to discuss their learning, understanding and attitudes towards Modern Foreign Languages (French).

This can then inform any developmental points created the following year.

This policy should be read alongside the following whole school policies:

- Curriculum
- Positive Behaviour
- EDI
- SEND