



Slaley First School

Modern Foreign  
Languages

# Nurturing Ambitious Individuals

Policy Name: Modern Foreign Languages Policy

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### **Our School Vision**

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

### **Curriculum Intent**

At Slaley First School, the intent of our Modern Foreign Language (MFL) curriculum is to offer a broad, balanced, rich and vibrant curriculum that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our MFL curriculum. Terminology is taught and built up over time as the children progress. Children are challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are

adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of 'flashback four' where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

At Slaley First School, our MFL Curriculum is designed to provide a valuable educational, social and cultural experience for the pupils. It provides excitement, enjoyment and challenge for both children and teachers; helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum enriches the overall teaching and learning experience.

## **Our Curriculum Design**

Our MFL Curriculum is designed to allow each pupil to:

- understand and respond to spoken and written french language;
- speak with increasing confidence, fluency and spontaneity.
- find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- develop an appreciation and enjoyment of a range of writing in the target language.

## **Curriculum Implementation**

The teaching of MFL focuses on enabling pupils to make substantial progress in French. Teaching provides an appropriate balance of spoken and written language and enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters. In Key Stage 2, MFL is planned following the guidelines set out in the Key Stage 2 Programme of Study. We ensure that there is differentiation, continuity and progression in both knowledge and content.

The children are taught how to:

- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, family names, display labels, weather chart, date;
- write sentences and short texts independently and from memory
- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English

- understand and respond with increasing competence, accuracy and confidence in a range of situations
- join in songs, rhymes and stories which enable them to practice the sounds of the language in an enjoyable and non- threatening way

## **Our Children's Charter**

Through the teaching of the MFL curriculum, pupils at Slaley First School are enabled to:

- Understand and respond to spoken and written language from a variety of authentic sources;
- Speak with increasing confidence, fluency and spontaneity.
- Find ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation
- Be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Develop an appreciation and enjoyment of a range of writing in French
- Build cultural capital of the diversity of our world

## **Inclusion**

At Slaley First School, all children will be given the tools to progress in MFL. All teaching staff will plan lessons that are inclusive to all pupils and celebrate individual expression. We strive to create a learning environment where every child feels included, valued and encouraged. We strive to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents.

## **Curriculum Impact**

Our MFL plans consolidates and build upon work that has been done in English. Children are encouraged to increase their knowledge of the French language system and to explore differences between French and English.

The Headteacher is responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in MFL including seeking the children's views. The MFL curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

## **Assessment and Recording**

Teachers assess children's work in MFL in three different phases. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Mind maps are used to assess the children's knowledge at the beginning of each unit and these are repeated at the end of a unit. Half termly pupil progress meetings discuss individual progress outcomes. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year.

### **Links to other Policies**

Equality information Policy

Teaching and Learning Policy

Feedback and Marking Policy

Assessment policy

SEND policy