



Stoke Prior First School

Modern Foreign Languages (MFL) Policy

1 Aims and objectives

At Stoke Prior First School we are committed to meeting the requirements of the National Curriculum for Years 3 and 4.

Our main objective is to promote the early development of linguistic competence. Lessons are taught weekly to pupils in all year groups, enabling the children to make good progress. The teaching offers opportunities for children to:

- familiarise themselves with the sounds and written form of a modern foreign language;
- develop linguistic skills, knowledge about language and language-learning skills;
- understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards language learning;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- form a sound basis for further study at Upper Key stage 2, Key Stage 3 and beyond.

2 Teaching and learning

We teach through 3 core strands of oracy (listening, speaking and interacting); literacy (reading, writing including spelling and language structure) and inter-cultural understanding.

We encourage children to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs..

We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

3 The curriculum

French is the modern foreign language that we teach in our school. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;

- compare and contrast life in the UK and in France.

4 Links with other areas of the curriculum

Some examples of links are as follows:

- **English:** development of speaking, listening, reading and writing skills
- **Mathematics:** counting, calculations, money
- **Science:** naming the parts of the body.
- **Spiritual, moral, social and cultural education:** knowledge of festivals, customs and stories of France.
- **Geography:** Talking about the weather.
- **Music:** listening with attention to detail, singing songs.
- **History:** learning about the reasons why we have French words in our language
- **Computing:** use of search engines to find out about facts about France, role-plays or mini-dramas.

5 Modern foreign languages and inclusion

We teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language 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 via differentiation.

6 Assessment

We assess the children's progress informally, evaluating progress during the lessons, using assessment for learning strategies. Learning objectives and outcomes are shared with the children and regular feedback is given so that the children know how well they are doing and understand what they need to do to make progress. Pupil's reading and writing is assessed through written exercises. Assessment allows us to consider each child's attainment and progress against nationally expected levels.

7 Resources

We have built up a selection of games, puppets, songs and activities to support teaching and learning.

8 Monitoring and review

The planning and review of the MFL curriculum is the responsibility of the subject leader.

This policy will be reviewed at least every three years.

PERSON(S) RESPONSIBLE:	A.Paisley
DATE POLICY AGREED:	April 2024

TO BE REVIEWED BY:	April 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)