



## **MFL (French/Spanish) Policy Document**

**Date of policy: May 2024**

**Date approved by Governing Body:**

**Review date: May 2026**

## **Brinscall St John's Primary School**

### **MFL Policy**

This policy outlines the purpose, nature and management of MFL (French/Spanish) taught at Brinscall St. John's. It reflects the school's vision and mission statement where everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

**Shine with the light of Jesus - Matthew 5:14-16. You are the light of the world.**

### **Languages Statement of INTENT**

At Brinscall St John's, we recognise that learning a foreign language fosters pupils' curiosity and deepens their understanding and knowledge of God's diverse World around us. Our languages curriculum provides an exciting opening to another culture. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. Our curriculum is rich in opportunities where children can demonstrate their understanding and appreciation through practical and written communication. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing. The children's knowledge of how language works, phonology and elements of grammar will be developed and extended. It is our intention that the enjoyment and confidence gained here from language learning and cultural experiences will continue well into the future. Our intent is understood and shared by all stakeholders and is evident in the children's enthusiasm for language learning, their knowledge, interest and awareness of the world around them. The transferable language learning skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### **SPIRITUALITY**

Pupils will experience a sense of enjoyment and fascination in learning about themselves, others and the world around them. They will explore emotions through language, reflect on different uses of language and learn about diversity in language and cultures. Our Languages curriculum fosters children's spirituality by developing their perseverance, tolerance, empathy and respect for others. We strive to develop children's confidence and nurture children's curiosity and growth mindset.

### **IMPLEMENTATION**

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, songs, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

### **AIMS**

We aim to ensure that by the end of Year 6, all pupils:

- Understand that we are all part of God's family, we celebrate the uniqueness and diversity of all children, identifying, recognising and seeking to develop in each their own particular skills, abilities and talents.
- To listen to spoken language and show understanding by joining in and responding;
- To engage in conversations; ask and answer questions; express opinions and respond to those of others;
- To speak in sentences, using familiar vocabulary, phrases and basic language structures such as describing people, places, things and actions orally and also in writing;
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- To appreciate stories, songs, poems and rhymes in the language;
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary;
- To understand basic grammar including (where relevant) feminine, masculine and neuter forms; 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;
- To develop an awareness of other countries and their people thus increasing an awareness of other cultures;
- To develop a positive attitude towards the learning of foreign languages in general,
- To strengthen pupil's sense of identify through learning about culture in a foreign country and comparing it to their own culture;
- To extend pupil's knowledge of how language works and explore differences between French/Spanish and English

### **ATTAINMENT TARGETS**

By the end of Key stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the long term plan for languages.

### **SUBJECT CONTENT**

**Key stage 2: Foreign language (French/Spanish)**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language (this is now in transition from French to Spanish and the full transition will be done by September 2026). 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.

### **THE CURRICULUM**

Brinscall St John's follow the Primary Language Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

### **EQUAL OPPORTUNITIES AND SEN**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information. Through the delivery of the MFL curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

### **ASSESSMENT**

Teachers assess children's progress informally during sessions on a weekly basis. To support this judgement, Puzzle-It-Out assessments are used to assess all children in writing, reading, listening and speaking based on the unit they have been taught that half term. These are found on the Primary Language Network's website with the unit of work.

### **MONITORING AND REVIEW/SUBJECT LEADER**

The role of the subject leader is to:

- implement and monitor the policy and 'Examining Teaching and Learning' document
- provide professional leadership and management to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils

### **RESOURCES**

Primary teachers/pupils use resources including:

- Primary Language Network

<b>Useful websites to teach Primary Languages</b>
<b>BBC Primary</b> <a href="https://www.bbc.co.uk/bitesize/subjects/z39d7ty">https://www.bbc.co.uk/bitesize/subjects/z39d7ty</a>

Interactive games from the BBC site, including topics such as numbers, colours, family, pets, the time, dates, weather and holidays.

**Caramax la Tortue – animals and their sounds** [www.caramax.com/](http://www.caramax.com/)

A range of activities, designed to support native French speakers, but which can be used in primary MFL.

**Momes** <http://www.momes.net/>

An excellent French children's site, which include children's own film and book reviews, as well as poems and stories written by children.

**Poulet Frites** <http://www.pouletfrites.com/ACCUEIL.htm>

Lots of interactive games, such as practising pronunciation of the alphabet.

**Lexique**

<http://lexiquefle.free.fr>

An outstanding free site for French learners. Topics cover *le corps, la famille, les numéros, l'Europe, à la gare, en ville, les heures, l'alphabet, les animaux and le telephone*. A great way of presenting new vocabulary.