

Holly Primary School

Modern Foreign Languages Policy 2021-2023

Purpose of study

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

The National Curriculum in England: Key stages 1 and 2 Framework Document.
September 2013

Aims and objectives

- Develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages;
- Communicate in other languages by speaking and listening, reading and writing;
- Respect and understand other cultures, heritage and multilingualism;
- Enjoy learning languages through games, stories, role play and songs.

Vision

At Holly Primary School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Cross-curricular skills and links

Language learning stimulates children's **creativity** by engaging in singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports **oracy** and **literacy**. Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning leads to gains across the curriculum from mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship.

Organisation

Foundation Stage and Key Stage One

Although there is no statutory requirement for children to learn languages, children will be encouraged to learn to say hello in many languages, begin counting to 10 and join in with simple songs in French.

Key Stage Two

Lesson Content:

The French lessons are to include:

- a. learning French vocabulary
- b. asking and answering questions
- c. using mother tongue French speakers' videos to ensure correct pronunciation
- d. teaching of basic French grammar and spelling patterns
- e. playing games, listening to stories and learning songs
- f. using language that has been taught in role play situations
- g. researching and learning about life in France
- h. beginning to write phrases and sentences

MFL Long-term plan 2021-23

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Years 3/4 2021-22	Getting to Know You		Time Numbers Days and months		Family and Friends	
Year 3/4 2022-23		Where in the world? Christmas		Going Shopping Easter		Holidays and Hobbies
Years 5/6 2021-22		All About Ourselves Christmas		That's Tasty Easter		School Life
Year 5/6 2022-23	Let's Visit a French Town		This is France		All in a Day	

Assessment for Learning, recording and reporting

Currently, assessment is informal across the four language skills and the progress made in these throughout KS2. Teacher judgements alongside informal assessment activities are used to track progression.

Role of the Subject leader

- To review changes to the National Curriculum requirements and implement changes,
- Teach the French lessons to all Key Stage 2 classes,
- Make judgements on the standard of pupils' work,
- Give pupils a voice by discussing work, progress and attitudes with a group,
- Evaluating teaching and learning, and identifying strengths and areas for improvement,
- Staying updated on current issues in their subject, including Ofsted requirements.