

Approved: Spring 2025

Review: Spring 2027

Website Policy

THE GLEBE PRIMARY
SCHOOL

Modern Foreign Languages
Policy





MFL Policy

The Glebe Primary School is a Rights Respecting School.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Introduction

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

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning (French). Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board.

Organisation & Delivery

French is taught in a whole-class setting by the class teacher/HLTA or language specialist.

Lessons are planned using the Language Angels scheme of work, supplemented with the teacher's own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each KS2 class will have weekly French lessons and this is reflected in class timetables.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Use of French games
- Role play to enhance oral skills
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class.

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

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 whichever lesson they choose. A comprehensive list of resources can be found on Staff shared: MFL.

Evidence of Teaching & Learning and Transition at End of Key Stage

Children complete any written work in their French books. These are given to them at the start of KS2 and are passed through the years to become a portfolio of their learning. Children are also recorded when singing speaking or listen and evidence is uploaded to Seesaw.

All of this information can be forwarded to their secondary school at time of transition.

Assessment of Pupil Learning & Progression

Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At The Glebe Primary we assess work in Modern Foreign Languages by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once a whole unit of work is complete, we make a summary judgement of the work, in relation to the National Curriculum objectives that have been identified within each topic. We record each child's attainment on a termly basis. This assessment is then used to plan future work with that pupil, and to pass information on to parents, within end of year reports and their next teacher at the end of the year.

The Modern Foreign Languages subject leader keeps samples of children's portfolios at the end of Year 6, across a range of abilities.

Monitoring and evaluation

The Foreign Languages Subject Leader, under supervision of the Governors, Head teacher and Leadership Team is responsible for ongoing monitoring and evaluation in order to ensure high standards and improved outcomes across the subject. A Foreign Languages Subject Action Plan is shared and reviewed annually.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress.

Special Educational Needs

At The Glebe Primary School, we differentiate the curriculum in order to meet individual needs. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

More able and talented

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement. This policy helps us to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able and talented'.

Equal Opportunities

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

Review

This policy will be reviewed in Spring 2027

THE GLEBE PRIMARY SCHOOL

This Policy has been approved at a meeting of the
Governing Body of The Glebe Primary School.

On: ...February 25.....

To be reviewed:Spring 27.....

Chair of Governors:

.....Gill Broome.....