



# **Primary Modern Foreign Languages Policy**

**School: STOCKTON WOOD PRIMARY SCHOOL**

**Subject Lead: C. McLaughlin**

**Date: SEPTEMBER 2024**

**Review date: SEPTEMBER 2026**



## **Introduction**

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2. Stockton Wood Primary has adopted a whole school approach to the teaching of French to all KS2 pupils.

## **Rationale**

At Stockton Wood we greatly value the importance of early language learning. We believe that in today's international and multicultural society, it is essential that young people develop skills and attitudes which enable them to communicate with, understand and respect other cultures.

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for 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 can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a marked contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of methodology about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, language learning:

- stimulates children's creativity
- leads to gains across the curriculum
- supports oracy and literacy
- supports and celebrates the international dimension
- Liberates children from insularity and fosters pupil's curiosity and deepens their understanding of the world.

## **Aims**

At Stockton Wood, our aim is to develop the confidence and competence of each child in the foreign language they are learning. 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.

### **Inclusion**

All pupils are equally valued including more able pupils and those who need additional support for a range of educational needs.

To ensure that all pupils recognise and fulfil their potential, the following strategies for differentiation are used daily:

- use of visual aids / gesture
- choral and individual repetition
- physical responses to questions
- closed questions
- multiple choice questions
- open questions
- tasks with small, clearly identified steps
- practical activities
- higher achievers encouraged to lead specific language tasks
- use of peers, classroom assistant or class teacher to support some learners

Learning a language in the primary phase should be a positive experience for all pupils.

### **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.

**What does MFL look like at Stockton Wood?**



At Stockton Wood, we have developed a progressive MFL curriculum to ensure a spiral of challenge is evident.

Stockton Wood Primary School				
MFL KS2 Overview				
	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	I'm learning French E	Core Vocabulary Units (Days of the week, Months, Classroom Commands)		
<b>Autumn 2</b>	Animals E	The Shapes E	Presenting Myself I	No to 100 C The Date I
<b>Spring 1</b>	Musical Instruments E	I can E	In The Classroom I	The Weather I
<b>Spring 2</b>	The Fruits E	The Vegetables E	Family I	My Home I
<b>Summer 1</b>	Colours & Numbers E	The Seasons E	Clothes I	At School P
<b>Summer 2</b>	Ice Creams E	At the café I	Do you have a pet? I	The Weekend P

French is taught in a whole-class setting by the class teacher or PPA Teacher.

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Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their 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. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week. 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 (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). Children are provided with access to the Language Angels Games Platform to use at home.

Signage is visible around the school building.



### **Assessment**

Formative Assessment is completed through the use of 'I can' assessments grids at the end of each unit.

### **Widening Opportunities**

It is an aim of the school to widen opportunities of all children including disadvantaged. The school seeks to do this by providing opportunities to link with native speaking schools and creating correspondence through email and pen pals.

Through assemblies and celebration days, children have the opportunity to learn about, appreciate and enjoy other languages and cultures.

**Policy Review Date: September 2026**