

**MFL Policy 2022-23**

**This MFL Policy is to be read alongside our Curriculum Policy.**

**Vision**

At Urmston Primary School we place children at the heart of all we do, our values leading us in the way we teach and the way we learn. We embed these values into the fabric of our school culture and enable our children to learn in an environment that is relevant, engaging, exciting and challenging and encourages them to reflect upon their learning.

We believe that it is imperative for children to have an appropriate balance between focused learning - to develop their knowledge and understanding - and investigation and exploration - to enhance their skills in using and applying what they know, developing their independence and self-confidence. Along with a focus on enhancing an awareness of our children’s place in our society and the impact that their actions can have on others, this ensures our curriculum develops happy, kind and well-rounded young people.

Our curriculum enables this balance. All learning, in every area of our curriculum, provides pupils with context, providing memorable learning experiences, giving learning relevance and ensuring that our pupils are engaged and enthused by their education. This leads to a lifelong love of learning that our children carry with them as they move on to secondary education and beyond.

Specifically with languages, we acknowledge the importance of children learning the basics of foreign languages as well as understanding different cultures and lifestyles to truly appreciate their position within the world.

A high quality languages education should foster children’s curiosity and deepen their understanding of the world. At UPS we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

**Rationale**

At UPS we have studied Italian in previous years, but have made the decision to move to French in order to provide a more consistent approach with secondary schools in the surrounding area and enable progression from KS2 to KS3 within the learning of languages.

Initially, all of KS2 will be starting as ‘beginners’ using the Catherine Cheater scheme as a building programme. It is important that children start at a Year 3 level to ensure solid foundations are established and the acquisition of grammar is embedded through covering the content in sequence.

Due to the children’s previous language learning experiences, they will have gained transferable language learning skills such as being language detectives, guessing meanings from cognates, seeing patterns, etc. resulting in UKS2 children progressing at an accelerated rate. With the aim that in 4 years all year groups will be at the appropriate stage for their year group.

A strategic plan has been put together to ensure this accelerated learning takes place. A specialist language assistant will be delivering French to all KS2 children, following the Catherine Cheater scheme closely. Quality and frequency of revisiting activities throughout the week with the class teacher will be key in maintaining progression and ensuring that learning sticks. To support teachers with this, French ‘practice and learn’ books will be utilised to revise prior learning. Children will also use French work books, which will enable them to look back through their learning and actively use it to support revisiting and reinforcement of learning. For example, journaling of spelling rules, phonics and grammar rules as they come across them.

**Aims**

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

* Understand and respond to spoken and written language from a variety of authentic sources.
* Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop knowledge about language (KAL) and language learning strategies (LLS) underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF). We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include stories, games, role-play and songs (particularly action songs). We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

* Providing specialist support in delivering French (language support assistant).
* Providing resources and setting tasks of different complexities, matched to the ability of the child.
* Setting common tasks which are open-ended and can have a variety of responses.
* Providing speaking and writing frames to scaffold responses.
* Using a range of questioning.

**Objectives:**

1. Learn in a non-threatening environment which builds upon positive achievements.

2. Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;

3. Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;

4. Apply their learning by reproducing sounds themselves and creating phrases and sentences;

5. Develop phonic knowledge about the language;

6. Begin to recognise and read words that they have already encountered in the development of their oracy skills;

7. Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;

8. Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);

9. Gain an understanding of another culture and learn to look at things from another person’s perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;

10. Use their knowledge about the way language works and apply their knowledge when learning a new language;

11. Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

**Beyond the curriculum**

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children’s understanding of their own language and so links closely to the Literacy Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and Numeracy, Science, Music, Art and PE. Where possible, the French units of work are adapted to tie in with the topics being covered by class teachers.

**Policy written: September 2022**

**Policy written by: Laura Latham**

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