



Make your light shine so others will see the good that you do"



North Somercotes CE Primary School

Modern Foreign Languages Policy

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Nelson Mandela

What is a Modern Foreign Language (MFL)?

MFL is an abbreviated form for Modern Foreign Languages. MFL encompass all languages, aside from English, which are spoken and used in different countries around the world.

Our definition for KS2 – MFL enables us to express us ideas and thoughts in another language, and to understand and respond to its speakers.

Our definition for Foundation and KS1 – MFL help us understand how diverse and beautiful our world is.

At North Somercotes CE Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. 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.

A curriculum based upon children linguistically learning about the broader world, developing a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language offers the children the opportunity to explore relationships between language and identity, by developing a deeper understanding of other cultures and the world around them with a better awareness of themselves, others and cultural differences. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

The study of MFL teaches children to express themselves in new ways. This will develop their immediate sense of belonging to the wider world and will start to prepare them for future opportunities in modern life, enabling them to become life-long learners.

At North Somercotes CE Primacy School we do this by learning the language: Spanish.



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Context

The vast majority of our pupils are White/British (95%) and have limited experiences of life in another country and in the wider world. When surveyed almost half of our children have not been on a plane or a train. This limits their ability to have an understanding of the concept of place and cultural diversity. Many children stay in England for holidays, as opposed to going abroad. Those with opportunities to travel outside the UK, visit predominantly Spanish speaking countries.

Intention

At North Somercotes CE Primary **we use the Language Angels Scheme of Work** and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. Shining a light on the wondrous nature of language and the associated culture, our intention is that our children will be working towards becoming life-long language learners.



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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.



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Organisation & Delivery

Spanish is taught in a whole-class setting by the class teacher or teaching assistant and is therefore not reliant on one key member of staff.

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. SEN 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 in KS2 and around 15 - 20 min in Early Years and KS1.

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

Although MFL is not statutory in EYFS and Key Stage 1, at North Somercotes CE Primary we believe the introduction of MFL at an early age will ignite their curiosity to learn and be able to say simple words in a new language.

Spanish 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 key language learning skills (speaking, listening, reading, writing and grammar).



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Long Term Plan of the units we will cover throughout the Primary Phase:



Whole School Unit Planner (Limited Foreign Language Experience)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term							
Half Term 1	Nursery Rhymes (E)	Animals (E)	Vegetables (E)	Phonetics lesson 1 (C) I am Learning Fch/Sp/lt (E)	Phonetics lessons 1&2 (C) Fruits (E)	Phonetics lessons 1to3 (C) & Selection of Core Vocabulary lessons	Phonetics lessons 1to4 (C) & Selection of Core Vocabulary lessons
Half Term 2				Animals (E)	Vegetables (E)	Fruit (E)	Presenting Myself (I)
Spring Term							
Half Term 1	Greetings (E)	Shapes (E)	Musical Instruments (E)	Seasons (E)	Ancient Britain (E)	Presenting Myself (I)	Do You Have a Pet? (I)
Half Term 2				Fruits (E)	Presenting Myself (I)	Family (I)	My Home (I)
Summer Term							
Half Term 1	Numbers 1-10 & Colours (E)	I Can (E)	Ice-Creams (E)	Little Red Riding Hood (E)	Classroom (I)	My Home (I)	What Is The Date? or Weather (I)
Half Term 2				Ancient Britain(E)	Family (I)	Clothes (I)	School (P)

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.

Inclusion

- The school's MFL curriculum, lessons and materials will support equality of opportunity and an inclusive attitude to all learners. We will ensure that children are provided with a broad and balanced curriculum. Children will be able to engage in informed debate on environmental issues.
- All pupils will have equal opportunity to reach their full potential across the geography curriculum regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access to the study of MFL.
- We will ensure our Bottom 20% readers are able to fully access all aspects of the MFL curriculum through adapting of resources, additional adult support and other means of quality first teaching support.



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Assessment of Pupil Learning & Progression

End of Unit skills based assessments using bespoke skills assessment worksheets are available for each unit. Formal assessment is only completed individually in KS2.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

**Policy Agreed Spring 2023
Policy Review Spring 2026**