



MFL Subject Policy

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Vision

Our vision is for children to develop their language skills alongside a 'love of learning' for a different language, to help them to become all-round global citizens.

Context

- We teach according to the iLanguages scheme of work for French.
- We recognise that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning.
- Children develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French 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 that 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.

Intent

The teaching of MFL at Marton Manor will be provided in line with the statutory guidance as set out in the national curriculum languages programme of study.

This 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 writing in the language studied

Within the agreed syllabus, pupils will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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

Implementation

The time allocated for teaching French each week at Marton Manor Primary School is:

Year 3 – 1 hour

Year 4 – 1 hour

Year 5 – 45 minutes

Year 6 – 45 minutes

Scheme of Work

The iLanguages scheme of work extends across key stage 2 and shows progression across the year groups, developing skills in speaking, listening, reading and writing. The scheme of work is available on the school network and shows detailed sequences of lessons.

Throughout the key stage, topics allow children to develop new learning, whilst reinforcing and building upon prior knowledge.

Teaching and Learning Strategies

We use a variety of techniques to encourage the children to actively engage in French at Marton Manor; these may include stories, games, role-play and action songs. We use puppets and soft toys to enhance teaching, for example in role play situations or question and answer sessions. Additionally, we use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We emphasise listening, responding and speaking skills in Years 3 and 4, with the addition of simple reading and writing skills as the pupils progress through Years 5 and 6. We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory.

Impact

Impact is measured through key questioning skills built into lessons and child-led peer and self-assessment. Termly assessment is carried out to tailor teaching and learning effectively so that the needs of pupils are closely monitored.

Assessment

Using the learning outcomes from the iLanguages scheme of work, children are assessed against the criteria for working towards, expected and exceeding standard (these terms may change if a new assessment system is introduced).

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years, and then be fully reviewed by staff and Governors. The subject leader's role includes monitoring and evaluation of this policy in practice.

We maintain a 'self-evaluation' of MFL in preparation for any scrutiny, including lesson observations/ learning walks throughout the year and monitoring evidence in children's books.

Self-Evaluation

The subject leaders for MFL will assess and review the subject's strengths and areas for development. This is incorporated into an annual MFL action plan.