



**WHERE STARS SHINE**

# **MODERN FOREIGN LANGUAGE POLICY**

**Policy Lead Committee:** Local Academy Committee **In consultation with:** Senior Leadership Team

**Approved by:**

R. Johnson, Chair of Committee

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## 1. Introduction

*"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 can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others."*<sup>1</sup>

At Severnbanks Primary School we believe that learning an additional language provides a valuable educational, cultural and social experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge and understanding of how language works.

In addition, learning another language gives children another perspective on the world, deepens their understanding of the world and helps them to understand and compare another culture to their own. The learning of a foreign language also provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other languages.

### **UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD**

#### ARTICLE 28

Every child has the right to an education.

#### ARTICLE 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## 2. P4C

P4C is embedded in MFL through the 4Cs (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further.

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<sup>1</sup> The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.



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### **3. Aims and Objectives**

Our aims and objectives of learning a modern foreign language are:

- To give children a positive and enthusiastic attitude to learning French within a secure and supportive environment.
- To foster an interest in learning other languages.
- To introduce children to another language in a way that is enjoyable and fun
- To stimulate and foster children's curiosity about language.
- To encourage children to be aware that language has structure and that the structure differs from one language to another.
- To help the children develop their awareness of cultural differences in other countries.
- To help develop their speaking and listening skills.
- To understand and respond to spoken and written language.
- To speak in another language with increasing confidence.
- To help lay the foundations for future study in KS3 & beyond.
- To extend our language teaching beyond mother tongue learning.
- To raise staff awareness of and competence in French.

#### **3.1 Speaking and Listening**

During their time at Severnbanks Primary School children will learn to:

- Listen carefully and recognise sounds, pronunciation and combinations of sounds which are similar to, or different from, the English language;
- Understand and respond to a range of situations with increased accuracy, competence and confidence;
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Join in songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable way;
- Engage in conversations at an appropriate level, reacting to instructions and questions as well as expressing thoughts and feelings.
- Present information orally to a range of audiences.

#### **3.2 Reading and Writing**

During their time at Severnbanks Primary School children will learn to:



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Read a variety of short texts to gain awareness of the structure of the language;

Read, copy and write independently familiar words and simple phrases in context for example, classroom objects;

Write short phrases, sentences and texts independently and from memory.

### 3.3 Intercultural Understanding

During their time at Severnbanks Primary School children will learn to:

- Describe the life of children where the modern foreign language is spoken;
- Identify similarities and differences between everyday life in the United Kingdom and France, social conventions and celebrations;
- Recognise how symbols, products and objects can represent the culture of a country and how aspects of the culture of different countries can become incorporated into the daily life of others;
- Gain awareness of stereotypes and develop further understanding and respect for cultural diversity.

## 4. Teaching and Learning Style

There are three main contexts in which the French language are taught at Severnbanks Primary School.

### 4.1 Language Lessons

We use a variety of techniques to encourage children to have an active engagement in French lessons, including games, role play and action songs. We make use of authentic speakers' voices where possible through the use of ICT, internet and DVDs.

We emphasise listening, responding and speaking skills with only basic structured and supported writing by upper KS2.

We use a multi-sensory and kinaesthetic approach to teaching lessons where appropriate i.e. by trying to introduce a physical element into some of the games, rhymes and songs as this serves to reinforce memory.

We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of a modern foreign language.

We build the children's confidence through praise for any contribution they make however tentative.



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#### 4.2 Languages Embedded into Other Lessons

Where appropriate, teachers provide children with the opportunity to practise MFL in the context of other subjects. For example, children may use body part names during warm up in PE.

#### 4.3 'Incidental' language

Learning a language is encouraged to be used as part of everyday life in our school. For example, teachers may use French to give simple instructions in and around the classroom (Ecoutez, asseyez-vous, entrez la classe en silence s'il vous plait) and children respond to the register (Bonjour/ Bon après midi). Short games such as 'Simon says' can also be used as quick brain breaks during morning lessons. This integrated approach develops children's confidence in using their language skills in a stress-free way.

### 5. Curriculum and Organisation

We are currently using the 'Language Angels' scheme of work to support learning in the classroom. A detailed copy of the Scheme of Work is accessible by all teachers online.

The following is a table of what each Year Group will be covering.

<b>Year Group</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Unit of work chosen from	Early Language Teaching 6 x units	Intermediate Language Teaching 6 x units	Intermediate Language Teaching 6 x units	Progressive Language Teaching 6 x units

Due to the cross-curricular nature of some units, teachers are able to select a unit of work to suit their class from the appropriate section for their year group. A central register of which units have been taught will be kept by the Subject Leader to ensure a particular cohort are not taught the same unit twice.

All Key Stage 2 pupils undertake one hour of French per week, with the exception of Year 3 (30 minute sessions). Each classroom teacher will apportion MFL into an afternoon session of the weekly timetable.



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## **6. Inclusion**

Primary Language teaching at Severnbanks School aims to be fully inclusive. French forms part of the broad and balanced curriculum that all children in our school are entitled to and no child is excluded from this. Language learning activities encourage the full and active participation of all Severnbanks pupils. Our French teaching provides learning opportunities that match the needs of all children. This is achieved through differentiated activities as well as collaborative work/research in pairs and groups, depending on the task involved.

At Severnbanks Primary School, we recognise that children with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that children with SEND may need differentiated work or further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.

### **6.1 Equal Opportunities**

All children will have opportunity to take part in the MFL lessons.

The way the lessons are planned takes into account not only differences in ability but also the differences in interests between boys and girls. We avoid gender stereotyping when organising into groups and assigning activities. At Severnbanks we see learning a MFL not only as learning another language but as an opportunity to learn about other people, countries, cultures and customs. It provides us with a chance to reflect on our own practises as well as extending our awareness of the cultural diversity around us.

## **7. Assessment and Recording**

Assessment in MFL at Severnbanks is formative and is used to support teaching and learning and adapt future planning according to the needs of the pupils. Assessments are based on observations of children working on different oral activities and (where appropriate) written outcomes. For reporting purposes, pupils' attainment in listening, speaking, reading and writing will be based on the levels in the Languages Ladder.

## **8. Resources**

We have a copy of the KS2 Framework for Languages in school, also a copy of the QCA Guidelines. Other resources include the Wakefield Scheme and Early Start from which we take our main scheme of work and lesson plans. For a full and detailed list of school resources see separate list within the subject leader folder.



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## **9. Staff Training and Development**

The Modern Foreign Languages Subject Lead will be responsible for ensuring that Severnbanks staff are confident in delivering the 'Language Angels' scheme of work and developing and encouraging the children's intercultural understanding. Any training needs will be addressed by the MFL Subject Lead.

## **10. Monitoring and Review**

The MFL Subject Lead is responsible for monitoring the standard of the children's work and the quality of teaching in French. The MFL subject leader is also responsible for supporting colleagues in the teaching of French, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The MFL Subject Leader gives the Headteacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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**This policy is available on the school website: [Severnbanks Primary School - Policies](#)**

*Paper copies are available on request from the School Office*