



Our motto 'Only Our Best Will Do' and ethos 'It doesn't matter where your starting point is, it's where you finish that counts' apply to all areas of the curriculum.

# Modern Foreign Languages Policy

Date – October 2023

Reviewed – **xxx**

# Intent

At Albrighton Primary School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing. The children's knowledge of how language works, phonology and elements of grammar will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The transferable language learning skills gained will assist and lay foundations for further language learning in secondary school and beyond. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

# Implementation

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach) to teach French. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stages 1 and 2 in year 3/4 to Stages 3 and 4 in Year 5/6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

The subject is managed by the Languages Co-ordinator. The co-ordinator will advise, work with and guide staff when required. The MFL Coordinator is engaged with the PLN CPD journey and has attended the Effective Coordination session. The languages coordinator also monitors evidence of progress in learning through book scrutiny, pupil voice opportunities and discussion with staff.

The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets.

SEND Statement - Children with additional needs are included in whole class lessons, with teachers using adaptive teaching methods to enable children to access the learning. Those working outside of the current year group expectation for French will receive support to access a curriculum based on their specific needs.

# Impact

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be '*left in the sieve*' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Through the use of Puzzle It Out assessments progress can be monitored, and show the **impact** of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

## Useful documentation

French Long-Term Overview

[https://pln.myvle.co.uk/get.php?4L24282528252927\\_4645424252a21\\_4532X9F535354F54572a23265457242F5272750](https://pln.myvle.co.uk/get.php?4L24282528252927_4645424252a21_4532X9F535354F54572a23265457242F5272750)

Progress over the stages in the 4 core skills

[https://pln.myvle.co.uk/files/sc3490/sc3490003/102/\[43059\]FR\\_Progress\\_over\\_KS2\\_in\\_4\\_core\\_skills.pdf](https://pln.myvle.co.uk/files/sc3490/sc3490003/102/[43059]FR_Progress_over_KS2_in_4_core_skills.pdf)

DfE Attainment Targets Unit Mapping

[https://pln.myvle.co.uk/files/sc3490/sc3490003/105/\[51054\]DfE\\_Attainment\\_Targets\\_Unit\\_Mapping.pdf](https://pln.myvle.co.uk/files/sc3490/sc3490003/105/[51054]DfE_Attainment_Targets_Unit_Mapping.pdf)

Primary Languages Network VLE

<https://pln.myvle.co.uk/login/>