



**Nettlesworth Primary School
Modern Foreign Languages Policy**

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Nettlesworth Primary School

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Policy for Modern Foreign Languages (MFL)

The MFL policy at Nettlesworth Primary School is designed to reflect the primary MFL entitlement as defined in the Primary Languages Framework. The key elements of primary languages learning at Nettlesworth are:

- it is inclusive;
- it is taught as a coherent programme from Year 3 to Year 6;
- it is part of a broader curriculum involving language and culture;
- it is expected that pupils reach recognised levels of achievement.

1. Rationale

The skills, knowledge and understanding gained through learning a new language 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. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

2. Aims and objectives

Language teaching at Nettlesworth Primary School aims to provide opportunities for the children to:

- express themselves creatively and imaginatively in another language;
- apply and develop their knowledge of languages and language learning;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others;
- gain enjoyment, pride and a sense of achievement.

3. Current provision and staffing

We teach a foreign language to children in Years 2 – 6 in a timetabled weekly session. EYFS/Y1 are taught early French phrases, culture and customs through their host country work on France. The class teacher will deliver these sessions.

The curriculum will be delivered using the Le Jolie Ronde scheme supplemented by resources from Espresso. Years 3, 4 and 5 will begin at the same point, during early adaption, and progress through the scheme according to the needs/age of the pupils. Year 6 pupils will continue to build on their prior learning from Year 5.

4. Cross-curricular links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;
- aspects of numeracy such as counting, calculations, money, the time and the date
- aspects of music such as learning traditional and modern European songs;
- aspects of PSHE such as international or multi-cultural work, for example celebration of festivals and storytelling;
- aspects of the geography and history of the world;
- and aspects of art and science, by studying the work of famous painters, architects and scientists.

The school will undertake whole-school language awareness days focusing on a particular European language and culture.

5. Inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

6. Schemes of work

Language learning at Nettlesworth Primary School is based upon the five mutually supportive and dependent strands outlined in the Primary Languages Framework. These are:

- oracy;

- literacy;
- intercultural understanding;
- knowledge about language (KAL);
- language learning strategies (LLS).

All of these strands are woven into the planned units of work using La Jolie Ronde French Scheme.

7. Assessment for learning

- We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons to evaluate what the children have learned.
- Progress and attainment is recorded against targets.

8. Monitoring

We monitor teaching and learning in Modern Foreign Languages in the same way as we do all the other subjects that we teach in school. The Head Teacher also reports to the governing body on the progress of children in MFL in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our teaching of MFL.

This policy will be reviewed at least every two years.